



# SUSI EARNSHAW

*School of Academics & Performing Arts*

## SAFEGUARDING AND CHILD PROTECTION POLICY

**Reviewed by:** The Proprietors and Head teacher

**Frequency of Review:** Yearly, or when required

**Date Revised and Reviewed:** August 2019

**Next Review Due:** August 2020

This policy applies to the full-time school, and also to the part-time, evening and weekend classes.

Safeguarding is the responsibility of all school staff, both teaching and administrative.

The Designated Safeguarding Lead (DSL) is:

Julia Hammond (Headteacher)  
Office hours telephone: 020 8441 5010  
Emergency telephone: 07973 362 351  
E-Mail: headteacher@susiearnshaw.co.uk

The Deputy Safeguarding Lead (DSL) is:

Susi Earnshaw (School Proprietor)  
Office hours telephone: 020 8441 5010  
Emergency telephone: 07973 362 351  
E-Mail: info@susiearnshaw.co.uk

This policy is read and referred to regularly, both in inset days and in regular staff meetings. It is also annually updated and reviewed by and signed off by the Proprietors (Susi Earnshaw) in line with guidance from, and in full compliance with, the Department for Education (DfE), and, whenever appropriate, with the latest versions of:

- *Keeping Children Safe in Education (KCSIE)* and further information in Annex A (2019)
- *Working Together to Safeguard Children* (March 2015, as amended in February 2017)
- *The Prevent Duty Guidance: for England and Wales* (July 2015)
- *The Prevent Duty: Departmental advice for schools and childminders* (June 2015)
- *What to Do If You Are Worried A Child Is Being Abused – Advice for Practitioners* (2015)
- *D.F.E Child Sexual Exploitation Definition and A Guide For Practitioners, Local Leaders And Decision Makers Working To Protect Children From Child Sexual Exploitation with Annexes* (2017)

- DBS/NCTL Staff Referral Guidance (20<sup>th</sup> Nov 2017)
- *The Use OF Social Media for Online Radicalisation* (2015).

It is also the Proprietors responsibility to oversee the safeguarding issues and to hold an annual review.

Copies of all the above documents are available for staff to view in the staff room

This policy consists of the following sections:

1. Safeguarding and Child Protection
2. Staff Code of Conduct
3. Children Missing in Education
4. Early Help
5. Whistleblowing
6. Safer Recruitment
7. Acceptable Use of ICT (E-Safety)
8. Prevent

Appendix A: Contact Details & Information

Appendix B: Forms

## **SAFEGUARDING STATEMENT**

Everyone working at Susi Earnshaw's shares an objective to help keep children safe by:

- Providing a safe environment for children to learn; and
- Identifying children who are suffering or likely to suffer significant harm and taking appropriate action to make sure they are kept safe both at home and in school.

To achieve this objective, we have put systems in place that are designed to:

- Prevent unsuitable people working with children;
- Promote safe practice and challenge poor and unsafe practice;
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe; and
- Contribute to effective partnership working between all those involved with providing services for children.

### **1. Safeguarding and Child Protection**

#### **Issues relating to the specific nature of**

As a specialist performing arts school with several students working in the business, we are mindful of our added responsibility to our students beyond the boundaries of our school, when they are working in film, television or theatre. To ensure that our students are safe going to auditions and when working, we adhere to the rules set out by the local education authorities.

The school will only provide a letter to allow a child to take time off school to work if the student is up to date with their work. The school provides academic work for students who are

away working via their school gmail account, and parents and students can contact individual teachers via this e-mail account. When a student returns to school, catch up classes are given if necessary. Students are also reminded to welcome their friends back, especially if they have been away on tour, as coming back to school after having time off can sometimes be daunting.

The education authorities check on the licensed chaperones who accompany children, the tutors who work with them on set and the hours that they are allowed to work. They also issue the licenses that allow them to work.

The school has appointed an agency to represent all our students and works closely with them to ensure that all safeguarding procedures are met.

### **General Issues:**

All staff, both teaching and administrative, are dedicated to safeguarding and promoting the welfare of children who are students at the school, including the part-time students and those in various holiday club activities. Anyone including all members of staff are encouraged and expected to make a referral to the relevant agency should an incident arise, and are reminded of this frequently.

Susi Earnshaws Designated Safeguarding Lead (Julia Hammond) who has received appropriate training and support for such a role and a Deputy Safeguarding Lead (Susi Earnshaw) with a similar level of training to cover in the event of absence. In the event of the Designated Safeguarding Lead being the subject of an allegation, the school's response will be co-ordinated by the Deputy Designated Safeguarding Lead.

The school ensures that every member of staff (including temporary and supply staff and volunteers) know and understand:

- The name of the Designated Safeguarding Leads and their roles
- The responsibility of all staff to be alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead.
- The procedures identified within the school policy.

The school ensures that parents have an understanding of the responsibility placed on the school and staff in relation to safeguarding and child protection, by publishing appropriate policies on the school's website.

All staff are 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. They are also, advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. 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.

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment

should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

Susi Earnshaw follows procedures recommended by the local (Barnet) Safeguarding Children Board's statutory guidance for schools.

All safeguarding issues are treated very seriously. Should any specific concern arise, a report must be provided immediately for the attention of the Head Teacher, who will liaise with the appropriate external bodies. All staff are required to read Part 1 and the further information found in Annex A of the *KCSIE*, and also to complete a small questionnaire testing their knowledge of these documents (available from the Independent Schools Council) as part of their safeguarding training.

Susi Earnshaw recognises that, because of their day to day contact with children, school staff are well placed to notice the outward signs or manifestations of abuse, female genital mutilation (FGM) and radicalisation. Consequently, every member of staff at Susi Earnshaw has up to date training in Child Protection, all of them to Level 2 and most of them to Level 3. This is renewed every two years with Sue Manning from Education Child Protection LTD ([www.ecplimited.com](http://www.ecplimited.com)) This enables staff to have a clear understanding that is their duty to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
  - Ensure that children know there are adults in the school whom they can approach if they are worried.
  - Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- We will follow the procedures set out by the area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:
- Ensure we have a designated teacher for child protection who has received appropriate training and support for this role.
  - Ensure that every member of staff and volunteer knows the name of the designated teacher responsible for child protection and their role
  - Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and the responsibility for referring any concerns to the designated teacher responsible for child protection.
  - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
  - Notify social services if there is an unexplained absence of more than one day of a pupil who is on the child protection register.
  - Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
  - Keep written records of concerns about children, even where there is no need to refer the matter immediately.
  - Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
  - Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
  - Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of

children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

All staff must be vigilant and report any concerns immediately to the Head Teacher should they notice or suspect that a child may be troubled.

### **Our Aims Are:**

- To create an environment in the school which encourages our students to develop a positive self- image, regardless of race, language, religion, culture or home background.
- To work with parents to build their understanding of, and commitment to, the welfare of all our children.
- To help students to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- To encourage students to develop a sense of autonomy and independence.
- To enable students to have the self-confidence and the appropriate vocabulary to resist inappropriate approaches.
- To enable our students to develop an on-going stable relationship of trust with those helping them.
- To approach all students with positive expectations.
- To inform our students about, and involve them in, procedures, decisions, concerns and plans.
- To inform our students of the outcome of assessments and decisions and the reasons, when their views have not met with a positive response.
- To provide our students with support in their own right, and, when necessary, provide support and advice to their families.
- To provide our students with advocacy to assist them in putting forward their views.

## **Safeguarding Register/File**

Confidential records are kept on file in the Safeguarding Register/File. Whilst cases are active, these are regularly updated and checked by the Head and DSL to ensure that a central record of concerns is maintained. If the event of an unexplained absences of more than one day of a pupil, who is on the safeguarding children register, the DSL will notify the appropriate external bodies. See Annex A for contact details and Annex be for forms.

Susi Earnshaws has a Missing Child Policy. We also have measures in place to make sure that all our students remain safe online whilst at school. For more information, please see section 5 - Acceptable Use of ICT (E-Safety), section 6 -Prevent and our PHSCE Department Policy.

## **Liaison with other Bodies:**

We have procedures for contacting the local authority on safeguarding and child protection issues to ensure that it is easy, in any emergency, for the School and local statutory children's agencies, including social services, to work well together.

All staff who have contact with children are required to have read this policy, and this includes part-time teachers, supply teachers and volunteers.

We provide adequate and appropriate staffing resources to meet the needs of children. We take particular care to ensure that those involved in one-to-one teaching are aware of their safeguarding responsibilities.

We operate safe recruitment procedures (to include enhanced DBS checks for all posts within the school) and we abide by the DfE requirement – in respect of references and police checks for staff and volunteers – to ensure that no disqualified or unfit person works in the school or has access to the children. Induction of new staff includes their training in safeguarding matters. A requirement for this induction process is that they will be given, asked to read and understand an up to date copy of Part 1 and Annex A of the KCSIE, a copy of our school's Safeguarding and Child Protection Policy, our Staff Code of Conduct and our Whistleblowing Procedure. (For further information, please download the up to date Staff Recruitment Policy, which is available on our website).

If a crime has been committed, the police must be informed from the outset as well as the LADO. We also advise the use of 101 (non-emergency police number) for cases of serious harm and also concerns and advice on matter concerning radicalization and extremism. The DFE helpline and mailbox for non-emergency advice for staff and proprietors: 02073407264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **Visitors**

We take security steps to ensure that we have control over who comes into the School, so that no unauthorised person has unsupervised access to the children. We have procedures for recording the details of visitors to the school. All visitors are required to fill in the visitor's book at the Front Desk before being granted entry into the school, and are given a name card for easy identification. For more information, please see our Access to School Premises Policy, which can be downloaded from our website.

### **Allegations of Abuse against members of Staff, Volunteers or the Head**

All allegations are referred to the Local (Barnet) Authority Designated Officer (LADO) immediately.

Allegations against staff or volunteers should be reported to the Designated Safeguarding Lead straight away. Some of her duties include:

- co-ordinating child protection action within the school.
- liaising with other agencies.
- ensuring that locally established procedures are followed, including reporting and referring processes.
- acting as consultant for staff to discuss concerns.
- making referrals as necessary.

Please note: Any referrals made to statutory agencies does NOT require parental consent.

For full details on the role of the DSL please see the stand-alone document '**The Role of the Designated Safeguarding Lead**' which is available from the school upon request.

Allegations that meet the following criteria must be reported to Barnet's Local Authority Designated Officer (LADO) within one working day:

Where it is alleged that someone has:

- behaved in a way that has harmed or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child in a way that indicates that he/she would pose a risk of harm if they worked regularly or closely with children.

The LADO can also be contacted for advice regarding concerns or suspicions about behaviour towards children by staff within Barnet's Children's Workforce. This includes volunteers as well as paid staff and those in a position of trust, (for example, faith leaders).

Shrimate Bissessar, Barnet's Local Authority Designated Officer (LADO), should be contacted via Jamie Preston at the Barnet Multi Agency Safeguarding Hub, (MASH). The function of the LADO is to provide advice and preside over the investigation of any allegation of suspicions of abuse directed against anyone working at the school.

Any accusations against the Head Teacher should be reported to the Proprietor, (Susi Earnshaw),

who is also the Deputy Safeguarding Lead, without the Head being informed. The Proprietor must ensure that the LADO is informed immediately.

Any allegations against the Proprietors (Susi Earnshaw and David Earnshaw) will need to go the LADO straight away. If any criminal offence is suspected, the police should be informed immediately.

The above applies to any allegation of harm or abuse by any person working or looking after children in our school (whether that allegation relates to harm or abuse committed on our premises or elsewhere) and to any other abuse which is alleged to have taken place on the premises or elsewhere. If the Head Teacher is absent, the allegation should be passed to the Proprietor, (Susi Earnshaw).

If the school dispenses with a person's services due to an unsuitability to working with children or would have done so had the person not resigned, a report will be promptly sent to the Disclosing and Barring Service. In a case of a teacher being dismissed, or when a teacher would have been dismissed had they not resigned, we will make a referral to the National College for Teaching and Leadership if a prohibition order may be appropriate due to 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence.'

### **Training and Induction**

Both the Designated and Deputy Safeguarding Leads will receive appropriate Designated Lead training through accredited bodies carried out at least every two years. This training is provided to ensure the DSL's fulfil their obligations. These obligations include:

- a) understanding the assessment processes for providing early help and intervention.
- b) having a working knowledge of the locally agreed procedures for child protection and inter-agency workings, (in particular, how the local authority conducts a child protection conference and a child protection review conference) and being able to attend and contribute to these effectively when required to do so.
- c) ensuring that each member of staff has access to and understands the school's Safeguarding and Child Protection Policy, (especially new and part-time staff), and that they have access to the Staff Handbook.
- d) being alert to and supporting the specific needs of children in need, young carers and children with Special Educational Needs.

All staff receive annual training (as specified by the Local Safeguarding Children Board) on safeguarding, which is delivered by the Designating Safeguarding Lead. Volunteers and temporary and voluntary staff are also made aware of Child Protection matters. We introduce key elements of Child Protection into our PHSCE courses, so that children can develop an understanding of why and how to keep safe on a regular basis.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of Abuse, FGM and Radicalisation. Because of this, every member of



staff at SETS are required to complete Prevent Training annually and have up to date Level 3 training in Child Protection and understand that it is all staff members duty to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PHSE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### **Helping staff avoid allegations of abuse**

Staff should avoid one-to-one tuition with a student in a room where there are no other staff or students present. If this is unavoidable, they should make sure that it is done in as public a room as possible. Also, in demonstrating certain vocational techniques, the teacher should refrain from any inappropriate physical contact. For further information and guidance, please see the Staff Code of Conduct.

Induction for new staff includes thoroughly going through the school's Safeguarding and Child Protection Policy, the Staff Code of Conduct, the identity and function of the DSL's and a copy of Part 1 and Annex A of the KCSIE. All staff are required to take a small test based on information provided in the KCSIE.

### **Specific safeguarding issues**

**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, truancy and sexting put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.

### **ALLEGATIONS AGAINST PUPILS**

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation, as determined by the Headteacher in discussion with the Designated Safeguarding Lead. In addition to the procedures in this policy, the school's policy on behaviour, discipline and sanctions will apply. A bullying incident will 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. The school takes a firm line in relation to possible peer-on-peer abuse. This includes; sexting, verbal abuse, including when it is passed off as "banter" sexual abuse between young people gender-based issues.

The school ensures that no form of peer abuse is allowed to be dismissed as banter, either by staff or by pupils

## **SUSPECTED HARM FROM OUTSIDE THE SCHOOL:**

A member of staff who suspects that a pupil is suffering harm from outside the school should seek information from the child with tact and sympathy using “open” and not leading questions. A sufficient record should be made of the conversation and given to the Designated Safeguarding Lead for child protection.

## **PUPILS WITH SEND**

Children with SEND can face additional Safeguarding challenges and there may be additional barriers to recognising abuse and neglect in this group of children. This may include

- Assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child’s disability without further exploration
- Children with SEND being disproportionately impacted by issues such as bullying without showing any outward signs
- Children with SEND being unable to communicate instances of possible abuse. The school’s behaviour and anti-bullying policies make specific reference to dealing appropriately with SEND. Staff should be vigilant in relation to the bulleted points above, reporting any concerns to the DSL.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyberbullying
- Children missing education – KCSIE specifically Annex A
- Child missing from home or care
- Child sexual exploitation (CSE) – KCSIE specifically Annex A
- County Lines
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – KCSIE specifically Annex A
- Forced marriage- and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation – KCSIE specifically Annex A
- Relationship abuse
- Sexting
- Trafficking

- Upskirting

**Annex A found in the latest K.C.S.I.E contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children are required to read the Annex A.**

### **Suspicious of abuse or concerns about a student's welfare.**

There may be occasions when a staff member may suspect that a child may be at serious risk, but have no 'real' evidence. The child's behaviour may have changed, their art or written work could contain elements giving cause for concern, or a member of staff may have noticed various other physical but inconclusive signs. In these circumstances, the staff member should try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors, and it is perfectly acceptable to ask the child if they are all right or if they can help in any way.

The member of staff must record these early concerns and pass them to the DSL immediately.

If it suspected that a crime has been committed all members of staff should contact the police.

We recognise that there is a difference between children who are in need and children who are at risk from harm, and we will contact MASH in either case, who will direct us to the appropriate department.

In all instances, the school contributes to inter-agency working.

### **What to do if you wish to report a concern about a child's welfare.**

Regular training is provided to update staff on pupil welfare and safeguarding issues. All staff learn how to report suspicions of abuse or concerns about a pupil's welfare to the DSL. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

When a member of staff wishes to report a suspicion or concern, they are asked to complete a written record (Safeguarding Concern), blank copies of which are always available in the staff room in the Blue in-trays. For the avoidance of doubt, we have a unique form for Safeguarding concerns, and is **always returned to the DSL** as well as for onward review by the Head.

The Head reviews the forms regularly, takes action as appropriate (including notifying the Proprietor) and all records are kept confidential, and reviewed regularly so that concerning patterns of behaviour can be spotted.

### **Recognising Abuse**

We acknowledge that abuse of children can take different forms: physical abuse, emotional abuse, sexual abuse and neglect. When children are suffering from physical, sexual or emotional abuse or neglect, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where a child's play gives cause for concern and there is a possibility of a child suffering significant harm, Chris Miller at the Barnet Local Safeguarding Children Board or Child Services will be consulted immediately. Subsequent to a referral to Children's Social Care, the relevant Duty Social Worker (DSW) will advise the next

steps.

All suspicions and investigations are shared only with those who need to know. The discussion or report of an incident will be dealt with with sensitivity and leading questions must NOT be asked. Any information is shared under the guidance of the LADO (adults) and Children's Social Care (children/young persons). Confidentiality cannot be promised.

**All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

### **Types of abuse**

**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 by 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 (Munchausen's Syndrome By Proxy).

**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, or 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 from participating in normal social interactions. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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 also 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 the 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/or 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.

### **Recognising signs of abuse**

Research suggests that around 10% of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day to day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that staff are always vigilant to any possible signs of abuse and fully understand the procedures for reporting their concerns. Susi Earnshaws will act on identified concerns and provide early help to prevent concerns from escalating.

As part of their training, staff are also provided with the following guidance for recognising the signs of abuse:

#### **Physical abuse (physical indicators):**

- Unexplained bruises and/or welts on the face, throat, upper arms, buttocks, thighs or lower back, possibly in unusual patterns or shapes which suggest the use of an instrument on a child in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, (including cigarette burns); especially burns found on palms, soles of feet, the abdomen or buttocks; immersion burns, producing "stocking" or "glove" marks on hands or feet; "doughnut shaped" burns on the buttocks or genital area; rope burns; infected burns, indicating delay in treatment; burns in the shape of common household utensils or appliances.
- Eating disorders, including obesity or anorexia.
- Weight or height level substantially below norm.
- Flat or bald spots on head.

#### **Physical Abuse: Behavioural Indicators:**

- Behavioural extremes (withdrawal, aggression, regression, depression). Inappropriate or excessive fear of parent or carer.
- Antisocial behaviour such as substance abuse, truancy, running away, or fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Unusual shyness
- Wariness of physical contact.

#### **Female Genital Mutilation (FGM)**

This form of physical abuse involves female genital mutilation by way of female circumcision. It causes long-term mental and physical suffering, difficulty in giving birth, infertility and even death. Best estimates suggest that around 74,000 women in the UK have undergone the procedure, and 24,000 girls under the age of 15 are at risk from it. FGM is much more common

than many realise, both worldwide and in the UK (particularly in large towns or cities). The procedure is typically performed on girls aged between 4 and 13, but can be performed on babies and young women before marriage or pregnancy. Staff need to be alert to the possibilities of a girl being at risk of FGM or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise this procedure. Professionals should note that girls at risk of FGM may not be aware that it is likely to happen to them. Sensitivity must be shown.

**Possible indicators:**

- Students who are taken out of school for a 'long holiday to their country of origin' and have no idea what is about to happen.
- Talk about a special procedure to become a woman.
- Girls who are withdrawn from PSHCE.
- Visiting female elder from the country of origin.
- Mother or sister who has undergone FGM.
- Low level of integration into UK society.

Teachers have a duty to report to police any instance where they discover that FGM has been carried out on a girl under 18.

The NSPCC have an FGM helpline: 0800 028 3550.

**Emotional Abuse: Physical Indicators:**

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech and/or motor skills.
- Weight or height level substantially below the norm.
- Flat or bald spots on the head.
- Nervous disorders (rashes, hives, facial tics, stomach aches).

**Emotional Abuse: Behavioural Indicators:**

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour; seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behavioural extremes, such as being overly compliant or demanding, withdrawn and/or aggressive, listless and/or excitable.

**Sexual Abuse: Physical Indicators:**

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats.
- Yeast or urinary infections.
- Somatic complaints, including pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.

- Pregnancy.

### **Sexual Abuse: Behavioural Indicators:**

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns and/or recurrent nightmares.
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance.
- Truancy.
- Difficulty in walking, standing or sitting.

### **Neglect: Physical Indicators:**

- Poor hygiene, including lice, scabies, bedsores and body odour.
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunisations.
- Indicators of prolonged exposure to the elements (excessive sunburn, insect bites, colds).
- Height and/or weight significantly below age level.

### **Neglect: Behavioural Indicators:**

- Unusual school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.
- Reporting that there is no parent or carer at home.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited, which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;

### **Child Sexual Exploitation: Behavioural indicators**

- Sudden decline in school performance, punctuality or attendance.
- Being in possession of expensive goods.
- Going to places you know they cannot afford.
- Age-inappropriate clothing.
- Inappropriate sexualised behaviour.
- Being secretive.
- Mixing with older people.
- Female Genital Mutilation (FGM).

### **Further Behavioural indicators**

- May talk about a 'special procedure' or 'special occasion to become a woman.'
- Abroad for a prolonged period of time.
- Unusual absence.
- Reluctance to undergo normal medical examinations.

## **Radicalisation**

### **Behavioural Indicators**

- Blaming a particular group for all social ills, and using insulting names or labels for them.
- Speaking about a particular group and the need to act quickly.
- Trying to justify crime or violence on behalf of a particular cause or ideology.
- Spending increasing time in the company of others with extreme views (in person or on the internet).
- Accessing or possessing material or symbols associated with a particular group or ideology.
- Attempting to recruit others.
- Changing style of dress or appearance to accord with a particular group or ideology.
- Losing interest in ideas or activities unrelated to a particular group or ideology.

### **Cases of abuse of one child to another 'Peer on Peer'**

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.



Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people (CYP) and those who are from different communities.

### **‘Upskirting’**

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a “way out” from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

If this cannot be handled with measures stated in the Anti-Bullying Policy and the matter becomes a Child Protection issue, we will refer the case to Chris Miller (LSCB).

Abusive behaviour by students must be taken seriously. Behaviour should not be dismissed as being normal between young people, as ‘banter’ or simply as ‘part of growing up.’ At SETS we have zero tolerance to the use of ‘banter’ in school. Behaviour such as initiation, violence or any form of sexual harassment is NOT acceptable.

The sending of inappropriate text or multimedia messages between any students or staff is not allowed. We will not tolerate any illegal material, and will always report illegal activity to the Police and/or the Local Child Safeguarding Board (LCSB). If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Should any bullying occur at Susi Earnshaw, it will be dealt with in line with our Anti-Bullying Policy. In order to keep our student's safe in school and out of school, the effects of bullying (including cyber bullying) and ways to deal with this are taught within PHSCE.

### **Cyber-bullying includes:**

- Texting threatening, frightening or rude messages by mobile phone.
- Sending unpleasant photographs by mobile phone.
- Using online message boards, chat rooms or social networking sites to post cruel messages.
- Deleting the victim's name from or ignoring their messages on social networking sites.
- Someone taking an indecent image of themselves and sending it to their friends or boyfriend/girlfriend via a mobile phone or some other form of technology. This is sometimes referred to as sexting. Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. They could be seen by friends or family, a future employer, or even, in some cases, end up in the possession of an offender.

Students may only use cameras or any mobile electronic device with the capability for recording and/or storing still or moving images with the express permission of the member of staff in charge and with the permission of those appearing in the image. All students must allow staff access to images stored on mobile phones and/or cameras and must delete images if requested to do so.

The posting of images which, in the reasonable opinion of the Head Teacher, are considered to be offensive, on any form of social media or websites (such as YouTube) is a serious breach of discipline and will be subject to disciplinary procedures, whatever the source of the material, and irrespective of whether the image was posted using School or personal facilities.

Students are never allowed to leave the building unless they are given express permission by a member of staff. Parents of students in years 10 and 11 must give written authorisation to allow their children to leave the school at lunchtime. All students must be picked up from School by a person known to them or go straight home via public transport. They must not talk to strangers, and any problems must be reported to staff, parents and (where appropriate) the police, immediately.

### **Break and Lunchtime Duties**

All staff are expected to be vigilant around the building at all times, to assist in ensuring that students are safe and happy and behaving in a responsible way. The majority of bullying in any

school usually takes place during unstructured times such as breaks and lunchtimes, and all staff have a joint responsibility to ensure that this does not happen at Susi Earnshaws. For more information, please read our Break and Lunchtime Policy.

Students who are working on set or on a location outside of the school must be effectively chaperoned by a licensed chaperone. This includes children who are out on auditions.

## **2. Staff Code of Conduct**

At the Susi Earnshaw Theatre School, we believe that all those working with children must set an appropriate example. This Code of Conduct applies to all those working within our School, regardless of status, and all staff are required to familiarise themselves with this important set of standards, which they must observe and comply with.

### **Expected Behaviour**

Staff must conduct themselves professionally and set a good example to all students. Each employee has a responsibility to uphold our core values and reputation as an excellent educational establishment, both inside and outside of normal working hours.

As a minimum, we require that our staff:

- Demonstrate high standards of conduct in order to encourage our students to do the same.
- Avoid using inappropriate or offensive language at all times whilst in the presence of students.
- Dress appropriately for teaching (this also applies to vocational teaching days).
- Follow reasonable management instructions.
- Avoid putting themselves at risk of allegations of abuse or unprofessional conduct.
- Never seriously demean or undermine students, their parents/carers or colleagues.
- Take reasonable care of students under their supervision, with the aim of ensuring their safety and welfare at all times.

Under no circumstances are adult staff, visitors or volunteers to enter or establish an inappropriate relationship with a student within the school, irrespective of age. Teaching, administrative and support staff are in a position of trust with all of our students, whatever their age, and breaking that trust is forbidden by law.

If a member of staff suspects that a colleague or student may be at risk, they **MUST** raise their concerns with the Head Teacher and Designated Safeguarding Lead (Julia Hammond). We believe that it is essential to support Whistleblowing procedures, and for a culture that enables issues about safeguarding and promoting the welfare of children to be maintained. Whilst setting out these expected standards, staff must be advised that we cannot (and do not wish to) be entirely prescriptive about expected behaviour. However, we believe that adherence to the above general principles will ensure that our work environment remains both professional and inclusive.

### **Use of ICT, Mobile Phones and Other Electronic devices. Guidance for staff use of Mobiles and Cameras**

We recognise that mobile phones and devices are very much part of everyday life but also that they can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others.

Staff are not permitted to use social media such as Facebook or Twitter for inappropriate contact with children, or to 'like' their pages. Staff must keep their own social media identity as locked down as possible, so that students at our school cannot find out inappropriate information about our staff or their families.

Throughout this guidance the term 'mobile phone' is used but is intended to cover all mobile devices, including cameras, smartphones or any other such device with the facility to make/receive calls, capture images and/or share data.

Given the complex nature of the School, and the multiple uses mobile phones have, teaching and support staff are permitted to keep phones on their person, and available for use. Mobile phones should not interfere with work and staff are therefore not permitted to use their mobile phones/devices whilst on active duty, be that teaching in the classroom, unless for the execution of their duties.

We can never permit professional staff to behave in an unprofessional manner, so the use of any devices, be they PC, tablet or phone, for example for keeping up with eBay bids or Facebook interactions whilst on duty is strictly forbidden.

To protect staff from unnecessary intrusion into their professional work, we recommend that the appropriate school office telephone number is given as a contact number so staff may be contacted in case of emergency, be that from the plumber about fixing a repair or something more serious. Please permit the office staff to manage such calls appropriately, and make contact with you to alert you to the issue. The School will always make a telephone available for staff should they need to make an outgoing emergency telephone call.

Private use of mobile phones may occur during staff breaks, but any such use should be

- Discreet and appropriate;
- Infrequent;
- Out of lesson time; and
- Never in the presence of students/pupils.

The last line is to ensure appropriate distance is kept between professional and private matters.

On some occasions, School trips for example, staff will be required to carry a mobile phone, and the school has a mobile phone for this should it be required.

### **Sharing of mobile numbers to pupils/students**

Under most circumstances, it is not appropriate for a member of staff to contact a pupil using their personal mobile phone. If a member of staff needs to make telephone contact with a pupil, a school telephone should be used.

### **Care of property**

If a member of staff chooses to bring private property to work, they are advised that the School is not responsible for any loss, damage or theft incurred. This of course applies to phones, cameras and other devices. Users must also ensure that there is no inappropriate or illegal content stored on their devices; sadly, there are sufficient cases a year within the UK to make national headlines, and most seem to result in instant dismissal for gross misconduct.

The sending of inappropriate texts or multimedia messages between any members of the School community is not allowed. This guidance is to safeguard both members of staff and the School. Any failure to comply with this guidance is likely to result in disciplinary action (or, in certain circumstances, a child protection allegation) and the appropriate disciplinary procedures will apply.

### **Taking, Storing and Using Images of Children**

We will not tolerate any illegal material, and will always report illegal activity to the Police and/or the Local Safeguarding Children Board (LSCB). If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

Such behaviours include those to bully, harass or abuse another pupil in line with our anti-bullying policy. Current behaviours that fall into this category, often referred to as Cyber-bullying include:

1. Texting scary or rude messages by mobile phone
2. Sending unpleasant photographs by mobile phone
3. Using online message boards, chat rooms or social networking sites to post cruel messages
4. Deleting the victim's name from or ignoring their messages on social networking sites

Someone taking an indecent image of themselves, and sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology is sometimes referred to as sexting. More information on this issue can be found from the 'disrespect nobody' website including how to seek help and gain support from a variety of agencies.

Once these images have been taken and sent to others, control is lost of them and they can end up anywhere. They could be seen by friends and family, a future employer, or even, in some cases, end up in the possession of an offender!

This also places that person who originally sent the images in a vulnerable position, as somebody they may or may not know now has these images and could use technology to bully, harass or even try to locate them.

### **Acceptable use of ICT policy on Photographs and images**

- Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline.

- Pupils may only use cameras or any mobile electronic device with the capability for recording and / or storing still or moving images with the express permission of the member of staff in charge and with the permission of those appearing in the image.
- All pupils must allow staff access to images stored on mobile phones and / or cameras and must delete images if requested to do so.
- The posting of images which in the reasonable opinion of the Head is considered to be offensive on any form of social media or websites such as Youtube is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material, irrespective of whether the image was posted using School or personal facilities.

## **Student Development**

Staff delivering and supporting the teaching and learning of students should also bear in mind that the School has various additional Policies and Procedures to support the wellbeing of students. Each is there for a reason and must be complied with. Whenever required, staff must co-operate and collaborate with both internal colleagues and external agencies to support the development of students.

## **Other Applicable Policies**

The school has various policies relating to conduct, with which all staff are expected to comply. These include the:

- Safeguarding and Child Protection Policy (including the Acceptable Use of ICT
- (E-Safety) Policy)
- Health and Safety Policy
- Acceptable Use of ICT Policy
- Equal Opportunities Policy
- Racial Equality Policy

The School is also very explicit about the receipt of gifts from students and parents: anything of significant value must be declared to the Head Teacher or (in the case of the Head Teacher) the Principal, and in most cases will be returned to the donor.

Staff must familiarise themselves with all applicable policies and rules. If they require further guidance, they must discuss this with the Head Teacher in the first instance.

## **Further Action**

Failure to comply with this Code of Conduct will be dealt with as a disciplinary matter and, in the case of a serious breach, could result in dismissal.

## **Touching Pupils Policy**

S.E.T.S operates an open-door policy whereas anyone can walk into a class at any time. Learning walks, lesson observations, peer mentoring, SENCO presence – all of these practices are on-going and contribute to creating a safer environment for pupils and staff.

In discussions between the Proprietors and the pupils, pupils said that they felt safe and were not uncomfortable if a member of staff touched them, especially if it was in a vocational class, where a teacher may need to demonstrate a physical correction. Most academic teachers stated they would prefer a non-touching policy. The management have decided that vocational teachers may touch pupils but should first ask their permission. Academic teachers will operate a non-touching policy and if it is necessary for any member of staff to touch a pupil, they must make sure they are not in a one to one situation and must always ask first if it is okay. However, these rules do not apply to a member of staff who is administering first aid or on first aid duties.

### 3. Children Missing in Education

Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Susi Earnshaw understand that children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Under guidance we notify the local authority when we are about to remove a pupil's name from our school admission register under any of the fifteen grounds listed in the regulations listed in the Annex A. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

Also, we notify the local authority **within five days** of adding a pupil's name to our admission register at a non-standard transition point. The notification includes all the details contained in the admission register for the new pupil. This does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

#### **Changes to Pupil Registration Regulations: children missing from education.**

Following the DfE's consultation *Identifying children who are missing education*, new registration regulations come into force on **1 September 2016**.

*The new regulations require all schools, in addition to existing duties, to*

- 1. Include in the admissions register any new address where the pupil will be living and any new school, he/she will be attending, when a parent provides such information.*
- 2. Notify the Local Authority each time a pupil is added to the register, giving all the information in the register relating to the pupil.*
- 3. Make enquiries jointly with the Local Authority where a pupil is missing from school without explanation.*

4. Notify the Local Authority **each time a pupil is removed from the register** other than at the end of its final year (Y2, Y6, Y11, as appropriate). Notifications must include any new address and new school.

*The first provision is largely for admissions secretaries and the second accounted for in schools' work with Admissions. **No school or academy can admit a new pupil without informing the Local Authority.***

*The third provision relates to children who fail to return within ten days of leave of absence or fail to attend for four weeks categories f and h). The new requirement to work jointly with the Local Authority to make enquiries is covered by the **Children Missing School form**, which must be sent to the Children Missing Education Officer, Education Welfare Officer or Targeted Youth Worker, as appropriate.*

*The fourth provision requires all schools and academies to notify the Local Authority (the Children Missing Education Officer) of **all** removals from the school roll using the revised **Off-roll Notification Form**. To fulfil the requirement to jointly make enquiries, no pupil can be removed from roll under the categories f and h unless there has been a **Children Missing School form** submitted earlier.*

*The regulations include a requirement on the DfE to review arrangements by September 2019. In the meantime, head teachers should expect that Ofsted inspections will consider schools' practice in this area as a safeguarding issue.*

Please contact Trevor Orr at Barnet Council for further information at [Trevor.orr@barnet.gov.uk](mailto:Trevor.orr@barnet.gov.uk) or 0208 359 7716

#### 4. Early Help

Early identification of children who may not be at risk of significant harm but are in need of additional support from one or more agencies is also essential. Early help means providing support as soon as a problem arises. These cases should lead to inter-agency assessments using the Local Authority (L.A) processes. If a staff member feels that a child is in need of additional support, as mentioned above, they should record and report their concerns to the DSL. If a decision is made to access Early Help then the safeguarding team will monitor the case and refer should the situation not seem to improve.

#### 5. Whistleblowing

##### Introduction

Whistleblowing has been defined as:

*'the disclosure by an employee or professional of confidential information which relates to some danger, fraud or other illegal or unethical conduct connected with the work place, be it of the employee or his/her fellow employees'* (Public Concern at Work Guidelines 1997).

Statutory protection for employees who whistleblow is provided by the Public Interest



Disclosure Act 1998 (“PIDA”). The PIDA protects employees against victimisation if they make a protected disclosure within the meaning of the PIDA and speak out about concerns about conduct or practice within the school which is potentially illegal, corrupt, improper, unsafe or unethical or which amounts to malpractice.

This policy applies to all school staff including full and part time, casual, temporary or substitute staff and to individuals undertaking work experience in the school.

### **Aims and Scope of the Whistleblowing Policy**

Susi Earnshaw Theatre School is committed to high standards in all aspects of the school and will treat whistleblowing as a serious matter. In line with the school’s commitment to openness, probity and accountability, members of staff are encouraged to report concerns which will be taken seriously, investigated and appropriate action taken in response.

This policy aims to:

- Give confidence to members of staff about raising concerns about conduct or practice which is potentially illegal, corrupt, improper, unsafe or unethical or which amounts to malpractice or is inconsistent with school standards and policies so that s/he is encouraged to act on those concerns.
- Provide members of staff with avenues to raise concerns.
- Ensure that members of staff receive a response to the concerns they have raised and feedback on any action taken.
- Offer assurance that members of staff are protected from reprisals or victimisation for whistle blowing action undertaken in good faith and within the meaning of the PIDA.

This policy covers whistleblowing relating to alleged:

- Unlawful conduct.
- Miscarriages of justice in the conduct of statutory or other processes.
- Failure to comply with a statutory or legal obligation.
- Potential maladministration, misconduct or malpractice.
- Health and safety issues, including risks to the public as well as risks to students and members of staff.
- Action that has caused or is likely to cause danger to the environment.
- Abuse of authority.
- Unauthorised use of public or other funds.
- Fraud or corruption.
- Breaches of financial regulations or policies.
- Mistreatment of any person.
- Action that has caused or is likely to cause physical danger to any person or risk serious damage to school property.
- Sexual, physical or emotional abuse of members of staff or students.
- Unfair discrimination or favouritism.
- Racist incidents or acts, or racial harassment.
- Any attempt to prevent disclosure of any of the issues listed.

The PIDA sets out the full statutory rights and obligations of members of staff wishing to whistle blow. Where members of staff are unclear about any of the PIDA requirements they should seek further advice. Public Concern at Work is an independent charity that provides free advice for persons who wish to express concerns about fraud or other serious malpractice (telephone 020 7404 6609 or [www.pcaw.co.uk](http://www.pcaw.co.uk)).

### **Safeguard Against Reprisal, Harassment and Victimisation**

The Susi Earnshaw Theatre School will not tolerate harassment or victimisation of members of staff when matters are raised in accordance with the PIDA provisions. Any member of staff who victimises or harasses a member of staff as a result of their having raised a concern in accordance with the whistle blowing policy will be dealt with under the staff disciplinary procedures. The PIDA provides protection to employees in circumstances where their disclosure can be classed as a protected disclosure. Under the PIDA it would be automatically unfair to dismiss or make any employee/member of staff redundant because they had made a protected disclosure; and that it would be unlawful to subject them to any other detriment, such as demotion or a fine. In the event of such action an Employment Tribunal has the power to order re-instatement, re-engagement or order the award of compensation to successful claimants.

### **Confidentiality**

Susi Earnshaw Theatre School recognises that members of staff may want to raise concerns in confidence and will do its utmost to protect the identity of members of staff who raise a concern and do not want their name disclosed. However investigation into the concern could reveal the source of the information; and statements may be required from the member of staff as part of the evidence, which would be seen by all parties involved. If the investigation leads to prosecution and the Whistle blower is likely to be called in to give evidence in court. Susi Earnshaw Theatre School will not place members of staff under pressure to give their name and will give due consideration to proceeding with investigating the concern on the basis of an anonymous allegation.

### **Anonymous Allegations**

Staff should put their name to allegations whenever possible - anonymous concerns are much less powerful. Nonetheless anonymous allegations will be considered under this whistle blowing procedure especially concerns raised relating to the welfare of children. In relation to determining whether an anonymous allegation will be taken forward the governing body will take the following factors into account:

- The seriousness of the issue raised.
- The credibility of the concern.
- The likelihood of confirming the allegation from attributable sources, and obtaining information provided.

### **Untrue and Malicious/Vexatious Allegations**

If a member of staff makes an allegation in good faith but it is not confirmed by further inquiry the matter will be closed and no further action taken. If, however, the inquiry shows that untrue allegations were malicious and/or vexatious or made for personal gain then the Directors will consider taking disciplinary action against the member of staff.

## **Allegations Concerning Child Protection Issues**

If a member of staff raises a concern related to a child protection issue, the head teacher should urgently consult the LEA officer designated to lead on child protection (or if they are not available the designated manager for child protection in Barnet social services department) so that the action for the handling of such allegations under the school's disciplinary procedure for staff and the child protection procedures established by the Local Safeguarding Children's Boards can be initiated.

## **Procedure for Making a Whistleblowing Allegation**

You should raise your concern with the head teacher, or school directors. The person to be approached depends to an extent on the seriousness and sensitivity of the issue and who is thought to be involved. If you feel you cannot express your concerns within the school, it is open to you to raise your concern with someone outside the school setting from the list of organisations in the section of this policy 'Taking the Matter Further', with key organisations to contact suggested as the LEA, Public Concern at Work and the trade unions. However, where the concern relates to a child protection matter, if you do not want to raise this through the school, you must consult the LEA officer designated to lead on child protection or if that person is not available, the local authority's designated social services manager for child protection. If the concern needs to have Police or other statutory authority involvement, the whistle blowing process will be halted until the statutory authorities have completed their investigations and confirmed that it is appropriate to continue with the whistle blowing process.

If possible, put your concern in writing, for the avoidance of doubt. You should set out the background and history of the concern; giving names, dates and places where possible, and explaining the reason for your concerns. If you feel unable to put the matter in writing, you can still raise your concern verbally and should telephone or arrange to meet the appropriate person. You can also ask your trade union or professional association to raise the matter on your behalf or to support you in raising the concern.

## **Response to Whistleblowing**

The matter raised may:

- Need inquiry internally in the school.
- Need to be passed to the Police if it relates to alleged criminal activity.
- Need to be referred to the LEA officer designated to lead on child protection if there is a concern relating to child protection, or if that person is not available the local authority's designated social services manager for child protection.

At this stage concerns/allegations are neither accepted nor rejected.

## **Timescale for Response**

The Head Teacher will look into any whistleblowing allegations, and will normally provide a written response to you within 5 working days (except in the case of anonymous allegations):

- Acknowledging that the concern has been received.
- Indicating how it is proposed to deal with the matter.

- Giving an estimate of how long it will take to provide a final response.
- Advising whether any enquiries have been made advising whether further enquiries will take place.
- Informing you of support available whilst matters are looked into, and maintaining confidentiality wherever possible, but also explaining that it may not be possible that you can remain anonymous.

## **The Inquiry Process**

The Head Teacher will:

- Look into the allegation, seeking evidence and interviewing witnesses as necessary.
- Maintain confidentiality wherever possible but will be mindful that there is no guarantee that the whistleblower can remain anonymous.
- If appropriate, for concerns of criminal behaviour, refer the matter to the Police.
- If appropriate, for concerns of child protection, refer the matter to the LEA officer designated to lead on child protection / local authority social services designated manager for child protection.

The whistle blowing process will be halted until the statutory authorities have completed their investigations and confirmed that it is appropriate to continue with the whistle blowing process. If the Head Teacher needs to talk to you, you are permitted to be accompanied by a trade union or professional association representative or a fellow member of staff not involved in the area of work to which the concern relates.

The target is to complete the inquiry within 10-15 working days from the date of the initial written response. If the enquiry extends beyond the timescales outlined for specific reasons all individuals concerned will be notified of this in writing with an indication when the inquiry will be completed.

## **The Inquiry Report**

Following completion of the inquiry process the Head Teacher will make a written report and submit to the Board of Directors normally within 5 working days. The report will not contain the whistleblower's name unless you have expressly stated that you wish to be named. Following receipt of the inquiry report, the Board of Directors will convene a committee with at least one other Senior Staff member and an independent person from, e.g. the LEA. the local police, to consider the inquiry report and decide on the action to be taken. This should normally take place within 5 - 10 working days following receipt of the inquiry report. Following notification of the committee's decision, the school Directors will notify you of the outcome normally within 5 working days (except in relation to anonymous allegations), setting out the action to be taken or that no further action is to be taken and the reasons why.

## **Taking the Matter Further**

If no action is to be taken and/or you are not satisfied with the way the matter has been dealt with, you can make a complaint under the School's Complaints procedure

## **Guidance Notes for Members of Staff**

This guidance should be followed if you suspect any conduct or practice in any area of the school's activities which is potentially illegal, corrupt, improper, unsafe or unethical, or which amounts to malpractice.

**DO:**

- Make an immediate note of your concerns.
- Note all relevant details such as what was said in telephone or other conversations, the date, time and the names of any parties involved; or any action observed.
- Convey your suspicions to someone with the appropriate authority and experience (e.g. the Head Teacher, a member of the senior management team).
- Deal with the matter promptly.
- Keep a copy of all notes/details, etc.
- Ask for a copy of your school's whistle blowing policy.

**DO NOT:**

- Do nothing.
- Be afraid of raising your concerns. You must not suffer any recrimination as a result of voicing a reasonably held suspicion.
- Approach or accuse any individuals directly.
- Try to investigate the matter yourself. There are rules surrounding the gathering of evidence for use in criminal cases and in relation to child protection cases. Any attempt to gather evidence by people who are unfamiliar with these rules may destroy the case.
- Convey your suspicions to anyone other than those with the proper authority although other organisations such as a trade union or professional association may help you raise your concerns.

If you wish to remain anonymous, do not include your name / position or any other information which could lead to your identity being disclosed. Remember the Public Interest Disclosure Act 1998 protects you from victimisation by dismissal, redundancy or any other detrimental action provided you:

- Have disclosed the information in good faith.
- Believe it to be substantially true.
- Have not acted maliciously or made a false allegation.
- Are not seeking any personal gain.
- It was reasonable for the disclosure to have been made.

The Headteacher and/or proprietors will treat any matter you raise sensitively and confidentially wherever possible (if you feel that the matter raised is not being treated sensitively and seriously then seek professional or alternative advice).

## **6. Safer Recruitment**

Please note this is only part of our Safer Recruitment for full details and information please read our **Safer Recruitment Policy** that can be found on the school's website at:  
[www.susiearnshaw.co.uk](http://www.susiearnshaw.co.uk)

Susi Earnshaws recognise that its staff are its greatest facility, and as such endeavours to recruit high standard individuals who are able to work closely as a team for the benefit of our students and our staff as a whole.

We are committed to ensuring that the recruitment and selection of staff is conducted in a manner that is systematic, efficient, effective and promotes the equality of opportunity.

Offers of employment are conditional upon receipt of enhanced disclosure, satisfactory references and medical check.

### **Susi Earnshaws VETTING PROCEDURES**

The following checks are carried out on all staff, including teachers, administrative staff and outreach workers who are representing the school:

- **In-Depth Interview**

All interviews are face to face. The initial interview lasts for approximately an hour and is conducted in a private room by either the Head Teacher or the Principal. The second interview may be longer and is with both the Head Teacher and the Principal.

- Identification Check – against a passport or driving license.
- Date of birth check – against a passport or birth certificate.
- Address check – against any utility bill
- Qualification Checks – we require sight of originals. Where these are not available, we verify the award with the issuing body.
- Work History Check – we require a full CV with a continuous work history. Any gaps must be accounted for and verified.
- References – we request two references and one must be from the most recent employer.
- DBS – we require an enhanced DBS. We have an arrangement with United Medicare to carry these checks out for us.
- Data Barred Check - this will be carried out and recorded whenever staff start work **before receipt of the criminal record check**
- Prohibition Order
- Prohibition from Management Check – all staff appointed to management positions (from outside of school) are checked against the list of those prohibited from management.
- Right to work in the UK

- Staff Disqualification Declaration
- Pre-employment Medical Check – all candidates must complete a medical questionnaire.

The school also makes additional checks on people who have lived or worked outside of the UK including, checks for European Economic Area (EEA) teacher sanctions and restrictions, as required from the 5<sup>th</sup> September 2016 for all new staff to the school who have worked in a teaching capacity in European Economic Areas.

Confidential material is kept in a sealed envelope in each member's file.

## **7. Acceptable Use of ICT (E-Safety)**

This policy is addressed to all students and parents who are encouraged to read it with their child. A copy of the policy is available to parents on request and the School actively promotes the participation of parents to help the School safeguard the welfare of students and promote the safe use of Information and Communications Technologies ("ICT").

This policy relates to all communications devices, network hardware and software and services and applications associated with them in use at the School including:

- The internet
- Email
- Mobile phones and smartphones
- Desktops, laptops, netbooks, tablets/phablets
- Personal music players
- Devices with the capability for recording and / or storing still or moving images
- Social networking, micro blogging and other interactive web sites
- Instant messaging (including image and video messaging via apps such as SnapChat and WhatsApp), chat rooms, blogs and message boards
- Webcams, video hosting sites (such as YouTube)
- Gaming sites
- Other photographic or electronic equipment.

It applies to the use of any of the above on School premises and also any use, whether on or off school premises, which affects the welfare of other students or any member of the School community or where the culture or reputation of the School are put at risk. Staff are subject to a separate policy which forms part of their contract of employment.

### **Aims**

The aims of this policy are:

- To encourage students to make positive use of the educational opportunities presented by access to ICT.
- To safeguard and promote the welfare of students, in particular by anticipating and preventing the risks arising from:

- a) exposure to inappropriate material (such as pornographic, racist, extremist or offensive materials);
  - b) the sharing of personal data, including images;
  - c) inappropriate online contact; and
  - d) cyberbullying and other forms of abuse;
- To minimise the risk of harm to the assets and reputation of the School;
  - To help students take responsibility for their own ICT safety (i.e. limiting the risks that children and young people are exposed to when using ICT);
  - To ensure that students use ICT safely and securely and are aware of both external and peer to peer risks when using ICT;
  - To prevent the unnecessary criminalisation of students.

### **Safe Use of ICT**

The safety of students online is of paramount importance. Details of the School's ICT safety procedures include:

- Roles and responsibilities for the safe and acceptable use of ICT in the School;
- How the School builds resilience through education and training;
- Cyberbullying - advice for students; and
- Advice for parents on online safety.

### **Internet and E-Mail**

The School provides internet access and an email system to students to support its academic activities and to maximise the educational opportunities presented by such access.

Students may only access the School's network when given specific permission to do so. All students will receive guidance on the use of the School's internet and email systems and the School's curriculum includes information about online safety to build resilience in students to protect themselves and their peers. If a student is unsure about whether he / she doing the right thing, he / she must seek assistance from a member of staff. For the protection of all students, their use of email and of the internet will be monitored by the School. Students should remember that even when an email or something that has been downloaded has been deleted, it can still be traced on the system. Students should not assume that files stored on servers or storage media are always private. Logs of online usage will be regularly reviewed and will form part of the School's ongoing monitoring and review of safeguarding.

### **Students' Responsibilities**

Students are responsible for their actions, conduct and behaviour online and when using personal mobile electronic devices at all times. Use of ICT should be safe, responsible, respectful to others and legal. If a student is aware of misuse by other students he / she should talk to a teacher about it as soon as possible. Any misuse of ICT by students will be dealt with under the School's Behaviour and Discipline Policy.

Students must not use their own or the School's technology to bully others. Bullying incidents involving the use of ICT will be dealt with under the School's Anti-Bullying Policy. If a student thinks that he / she might have been bullied or that another person is being bullied, he / she



should talk to a teacher about it as soon as possible. See also of this policy for further information about cyberbullying and e-safety, including useful resources.

If there is a suggestion that a child is at risk of abuse or significant harm, the matter will be dealt with under the School's Child Protection procedures. If a student is worried about something that he / she has seen on the internet, or on any electronic device, including on another person's electronic device, he / she must tell a teacher about it as soon as possible.

In a case where the student is considered to be vulnerable to radicalisation they will be referred to the Channel programme. Channel is a programme which focuses on support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

## **Sanctions**

Where a student breaches any of the School rules, practices or procedures set out in this policy or the appendices, the Proprietors and or Head Teacher will apply any sanction which is appropriate. These sanctions might include: increased monitoring procedures, withdrawal of the right to access the School's internet and e-mail facilities, detention. Any action taken will depend on the seriousness of the offence.

Unacceptable use of electronic devices or the discovery of inappropriate data or files could lead to confiscation of the device or deletion of the material.

The School reserves the right to charge a student or his / her parents for any costs incurred to the School as a result of a breach of this policy.

## **The Liability of the School**

Unless negligent under the terms of this policy, the School accepts no responsibility to the student or parents caused by or arising out of a student's use of ICT whilst at School. The School does not undertake to provide continuous internet access. E-mail and website addresses at the School may change from time to time.

## **Monitoring and Review**

All serious ICT safety incidents will be reported to the Designated Safeguarding lead and the Head of ICT and the Designated Safeguarding Lead will ensure all incidents are logged in the ICT Safety Book. The Designated Safeguarding Lead has responsibility for the implementation and review of this policy and with the Head of ICT, will consider the record of ICT safety incidents and the logs of internet activity (including sites visited) as part of the ongoing monitoring of safeguarding procedures, to consider whether existing security and ICT safety practices within the School are adequate.

## **ICT Safety**

The School is committed to safeguarding the welfare of all students and an effective ICT safety strategy is paramount to this.

## **Roles and Responsibilities**

## **The Proprietors**

- a) The Proprietors have overall responsibility for the safeguarding procedures within the School, the day to day responsibilities for which are delegated to the Head Teacher.
- b) The Nominated Safeguarding Lead takes leadership of the School's safeguarding arrangements, including the School's online safety procedures, on behalf of the Governing Body.
- c) The Proprietors will undertake an annual review of the School's safeguarding procedures and their implementation, which will include consideration of how students may be taught about safeguarding, including online safety, through the School's curricular provision, ensuring relevance, breadth and progression.

## **Head and Senior Management Team**

- a) The Head has overall responsibility for the safety and welfare of members of the School community. The Head delegates day to day responsibility for the online safety of students to the Designated Safeguarding Lead as the person with responsibility for safeguarding in the School.
- b) The Designated Safeguarding Lead is responsible for managing online safety incidents in the same way as other safeguarding matters in accordance with the School's Safeguarding Policy including the keeping and monitoring of the ICT Safety Book.
- c) The Designated Safeguarding Lead will work with the Head of ICT (see below) in monitoring the School's ICT safety practices and the implementation of the procedures to assess whether any improvements can be made to ensure the online safety and wellbeing of students.
- d) The Senior Management Team will be updated regularly by the Designated Safeguarding Lead on the operation of the School's safeguarding arrangements, including online safety practices.

## **Head of ICT**

- a) The Head of ICT is responsible for supporting the education of all student users so that they may learn to be safe when using ICT.
- b) He is responsible for ensuring:
  - That the School's technical infrastructure is secure and is not open to misuse or malicious attack;
  - That users may only access the School's networks and devices if properly authenticated and authorised;
  - That the filtering policy is applied and updated on a regular basis;
  - That the use of the School's networks and devices is regularly monitored to ensure compliance with this Policy and that any misuse or attempted misuse can be identified and reported to the appropriate person for investigation; and
  - That monitoring software and systems are kept up to date.

## **All Staff**

- a) All School staff have a responsibility to act as good role models in their use of technologies, the internet and mobile electronic devices.
- b) Staff are expected to follow the guidelines in the Staff Handbook, and in this acceptable use policy.

- c) Staff have a responsibility to report any concerns about a student's welfare and safety in accordance with this policy and the School's Safeguarding Procedures.

## **Education and Training**

Internet safety is integral to the School's entire curriculum. The safe use of ICT is also a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial / pastoral activities, teaching students about the risks associated with using the internet and how to protect themselves and their peers from potential risks;

- To be critically aware of content they access online and guided to validate accuracy of information; How to recognise suspicious, bullying or extremist behaviour;
- The definition of cyberbullying, its effects on the victim and how to treat each other's online identities with respect;
- The consequences of negative online behaviour; and
- How to report cyberbullying and / or incidents that make students feel uncomfortable or under threat and how the School will deal with those who behave badly;

The School provides ICT safety training to staff to protect students and themselves from online risks and to deal appropriately with ICT safety incidents when they occur. Ongoing staff development training includes training on online safety together with specific safeguarding issues including cyberbullying and radicalisation. The frequency, level and focus of such training will depend on individual roles and requirements.

## **Cyberbullying**

Cyberbullying is the use of ICT, particularly mobile electronic devices and the internet, deliberately to upset someone else.

Students should remember the following:

- a) Always respect others - be careful what you say online and what images you send.
- b) Think before you send - whatever you send can be made public very quickly and could stay online forever.
- c) If you or someone you know are being cyberbullied, TELL SOMEONE. You have the right not to be harassed or bullied online. Tell an adult you trust - your parents, any member of staff, the School's listening ear or a helpline such as Childline on 0800 1111. See the School's Anti-Bullying Policy for further guidance.
- d) Don't retaliate or reply online.
- e) Save the evidence - learn how to keep records of offending messages, pictures or online conversations. Ask someone if you are unsure how to do this. This will help to show what is happening and can be used by the School to investigate the matter.
- f) Block the bully. Most social media websites and online or mobile services allow you block someone who is behaving badly.

If you see cyberbullying going on, support the victim and report the bullying.

Where any non-positive use of ICT system is identified, the head teacher may suspend a student's access to the School's ICT resources until any issues have been investigated and resolved.

## **Parents**

The role of parents in ensuring that students understand how to stay safe online is crucial. The School expects parents to promote safe online practice and to:

- a) Support the school in the implementation of this policy and report any concerns in line with the School's policies and procedures;
- b) Talk to their child to understand the ways in which they are using the internet, social media and their mobile devices and promote responsible behaviour;
- c) Monitor their child's use of ICT at home, and ensure that security settings are at an age appropriate levels and that their child does not have access to online content deemed unsuitable for their age, and
- d) Encourage their child to speak to someone if they are being bullied or need support.

The School informs, updates, communicates with and educates parents in online safety through letters and the regular school newsletter where appropriate. The school also arranges for industry experts to visit the school and speak to Staff, Parents and Children about how to stay safe online.

If parents have any concerns or require any information about online safety, they should contact the Designated Safeguarding Lead (Susi Earnshaw).

## **8. Prevent (Prevention of Extremism and Radicalisation)**

### **a) Introduction**

The Susi Earnshaw Theatre School provides a secure environment for students, where young people feel safe and are kept safe. All staff both teaching and administrative agree that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for young people or not.

This Preventing Extremism and Radicalisation Policy is one element within our overall school arrangements to safeguard and promote the welfare of all young people in line with our statutory duties.

### **b) School Ethos and Practice**

When operating this policy, we use the following accepted Governmental definition of extremism which is:

‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff, proprietors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a

duty to ensure this happens.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for young people and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at SETS we will provide a broad and balanced curriculum, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out
- Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views.

Our school will closely follow any locally agreed procedure as set out by the Local Authority Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### **c) Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches young

people may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school, this will be achieved by good teaching, but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success as set out in the Table in Appendix 1 taken from the DfE document above and we will apply the methodologies set out in that document following the three broad categories of:

- Making a connection with young people through good teaching and a student-centred approach
- Facilitating a 'safe space' for dialogue, and
- Equipping our students with the appropriate skills, knowledge and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our school's approach to the Spiritual, Moral, Social and Cultural development of students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship classes
- Open Discussion and Debate
- Work on anti-violence and a restorative approach
- Focused educational programmes

We will also work within the community to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our students' experiences and horizons. We will help support students who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a student is being directly affected by extremist materials or influences we will ensure that the student is offered mentoring. Additionally, in such instances our school will seek external support from the Local Authority.

At SETS we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our

students safe and prepare them for life in modern multi-cultural Britain and Globally.

**d) Whistle Blowing**

Where there are concerns about the extremism or radicalisation of students, staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

They must inform the Head teacher straight away (or if it relates to the Headteacher inform the Proprietor).

**e) Safeguarding**

All staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or young people may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore, all adults working at SETS (including visiting staff, volunteers' and contractors) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Head Teacher.

## APPENDIX A

### Contact Details and Information

If a person is in immediate danger, ring 999 and ask for the Police.

**Police Child Abuse Investigation Team** (8am-6pm) **Tel: 020 8733 5070**

At all other times-contact this number where the controller will take initial details and contact the appropriate out of hour's officer.

**Tel: 020 8200 1212**

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**ADVICE: If you need outside advice on a safeguarding matter regarding a child, the following organisations give confidential advice:**

**Childline**      **0800 1111**  
**Kidscape**      **0845 1295**  
**NSPCC**          **0808 800 5000**

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**London Safeguarding Children Board (Barnet) (LSCB)**      **020 8359 4540**  
**barnet scb@barnet.gov.uk**

**Independent Chair:**  
**Chris Miller: 020 8359 4519**

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**Local Authority Designated Officer (LADO)**      **Tel: 020 8359 4528 - Shrimate Bissessar**  
**Shrimate.bissessar@barnet.gov.uk**

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**Multi-agency Safeguarding Hub (MASH)**      **Tel: 020 8359 4066 - Jamie Preston**  
**Secure Fax: 0871 594 8766**  
**Email: [mash@barnet.gov.uk](mailto:mash@barnet.gov.uk)**

**Operating Hours:**  
**9am – 5.15pm      Monday to Thursday**  
**9am – 5pm          Friday**

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**Out of Office Hours Emergency Social Work Service**      **Tel: 020 8359 2000**

(Including out of hours Child Protection Referrals)

The Barnet Council Emergency Service Controller will take initial details and contact the appropriate out of hours officer.



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**CAF Team**  
CAF Coordinator

**Tel: 020 8359 4405**  
**Email:** [e-caf@Barnet.gov.uk](mailto:e-caf@Barnet.gov.uk)  
**Web:** [www.barnet.gov.uk/caf-practioner-info](http://www.barnet.gov.uk/caf-practioner-info)

**Consultation Line** (9.30am - 11.30am Tuesday and Wednesday) **Tel: 020 8359 4336**

This number is available for consultation, advice or when you just want to talk over a situation and case names are not required.

**This number is not for referrals.**

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**Disclosure and Barring Service (DBS)**  
The DBS can be contacted by post, telephone or e-mail:

**P O Box 181, Darlington DL1 9FA**  
**01325 953 795**  
**[dbsdspatch@dbs.gsi.gov.uk](mailto:dbsdspatch@dbs.gsi.gov.uk)**

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**PREVENT:**

**Non-emergency advice line:**

**020 7340 7264**

**[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)**

**Confidential anti-terrorist hotline: 0800 789 321**

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**SCHOOL:**

<b>Designated Safeguarding Lead (DSL)</b>	<b>Julia -Hammond</b>	<b>07973 362 351</b>
<b>Deputy Designated Safeguarding Lead (Deputy DSL)</b>	<b>Megan McNamrara</b>	<b>07973 362 351</b>
<b>Deputy Designated Safeguarding Lead (Deputy DSL)</b>	<b>Susi Earnshaw</b>	<b>07973 362 351</b>

## **APPENDIX B**

### **FORMS:**

- 1. Safeguarding Concerns Form**
- 2. Disclosure Form**
- 3. Actions where there are concerns about a child**
- 4. Allegations against Staff Processes within London Borough of Barnet**
- 5. Child Missing from Education Forms**
- 6. ICT and E-Safety Agreement**
- 7. Use of Internet and E-Mail**

## Recording Form for Safeguarding Concerns

**(must be hand-written)**

Name of person making the disclosure	Date of Birth	Address	Your name and position in organisation

Nature of Concern/Disclosure		
<p><b><u>Remember to only record factual information. DO NOT add your own opinion</u></b></p>		
Was there an injury? Yes / No	Yes / No	Did you see it?
Describe the injury:		
Have you filled in a body map to show where the injury is and its approximate size? Yes / No		

Is the concern about sexual abuse?	Yes / No
If Yes, what are the indicators?	
Was anyone else with you?	Yes / No
Who?	
Where were you?	
Has this happened before?	Yes / No
Did you report the previous incident?	Yes / No
Whom/Date:	
Who are you passing this information on to?	
Name:	Date:
	Time:
Your signature:	Date:
Print Name:	Time:

## INFORMATION/FRONT SHEET

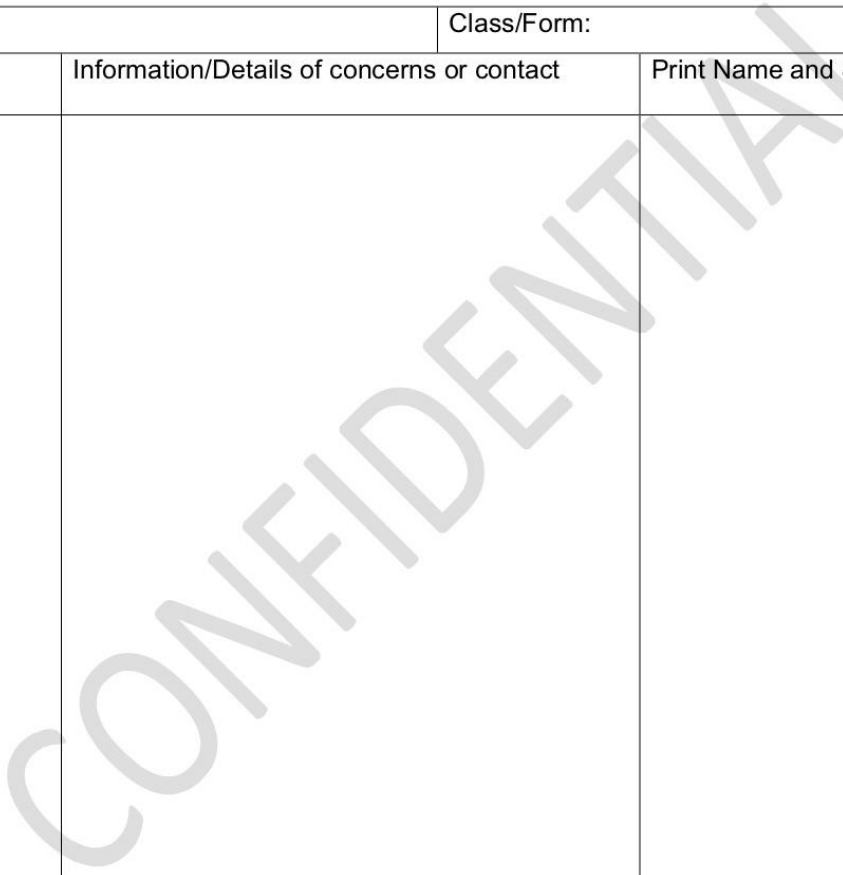
<b>Full Name:</b>		<b>DOB:</b>	<b>Class/Form:</b>	<b>Additional needs:</b>
<b>Gender:</b>		<b>Ethnicity:</b>		
<b>Home Address:</b>			<b>Telephone:</b>	
			<b>E mail:</b>	
<b>Status of file and dates:</b>				
OPEN				
CLOSED				
TRANSFER				
<b>Any other child protection records held in school relating to this child or a child closely connected to him/her? YES/NO WHO?</b>				
<b>Members of household</b>				
Name	Relationship to child	DOB/Age	Tel No	
<b>Significant Others (relatives, carers, friends, child minders, etc.)</b>				
Name	Relationship to child	Address	Tel No	
<b>Other Agency Involvement</b>				
Name of officer/person	Role and Agency	Status of Child i.e. CAF/CIN/CP/LAC	Tel No	Date

Adapted by Vicki Maybin Safeguarding Advisor for Education

## Chronology

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Class/Form:
Date	Information/Details of concerns or contact	Print Name and Signature
		

## Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Class:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> .....		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?		
What is the pupil's account/perspective?		
Professional opinion where relevant.		
Any other relevant information (distinguish between fact and opinion). Previous concerns etc.		
What needs to happen? Note actions, including names of anyone to whom your information was passed and when.		

**Check to make sure your report is clear to someone else reading it.  
Please pass this form to your Designated Safeguarding Lead.**

Part 2 (for use by DSL)

<b>Time and date information received, and from whom.</b>	
<b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b>	
<b>Action taken</b> (referral to children's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.  <b>Note time, date, names, who information shared with and when etc.</b>	
<b><u>Parent's informed?</u></b> Y/N and reasons.	
<b><u>Outcome</u></b>  <b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b>	
<b>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</b>	
<b>Should a concern/ confidential file be commenced if there is not already one? Why?</b>	
<b>Signed</b>	
<b>Printed Name</b>	

Adapted by Vicki Maybin Safeguarding Advisor for Education



**Logging concerns/information shared by others external to the school (Pass to Designated Person)**

<b>Pupil's Name:</b>	<b>Date of Birth:</b> <b>Class/form:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time of receipt of information:</b> <b>Via letter / telephone etc.</b>
<b>Recipient (and role) of information:</b>	
<b>Name of caller/provider of information:</b>	
<b>Organisation/agency/role:</b>	
<b>Contact details (telephone number/address/e-mail)</b>	
<b>Relationship to the child/family:</b>	
<b>Information received:</b>	
<b>Actions/Recommendations for the school:</b>	
<b>Outcome:</b>	
<b>Name:</b>	
<b>Signature:</b>	
<b>Date and time completed:</b>	
<b>Counter Signed by Designated Safeguarding Lead</b>	
<b>Name:</b>	
<b>Date and time:</b>	

## Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

### **Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

## BODYMAP

(This must be completed at time of observation)

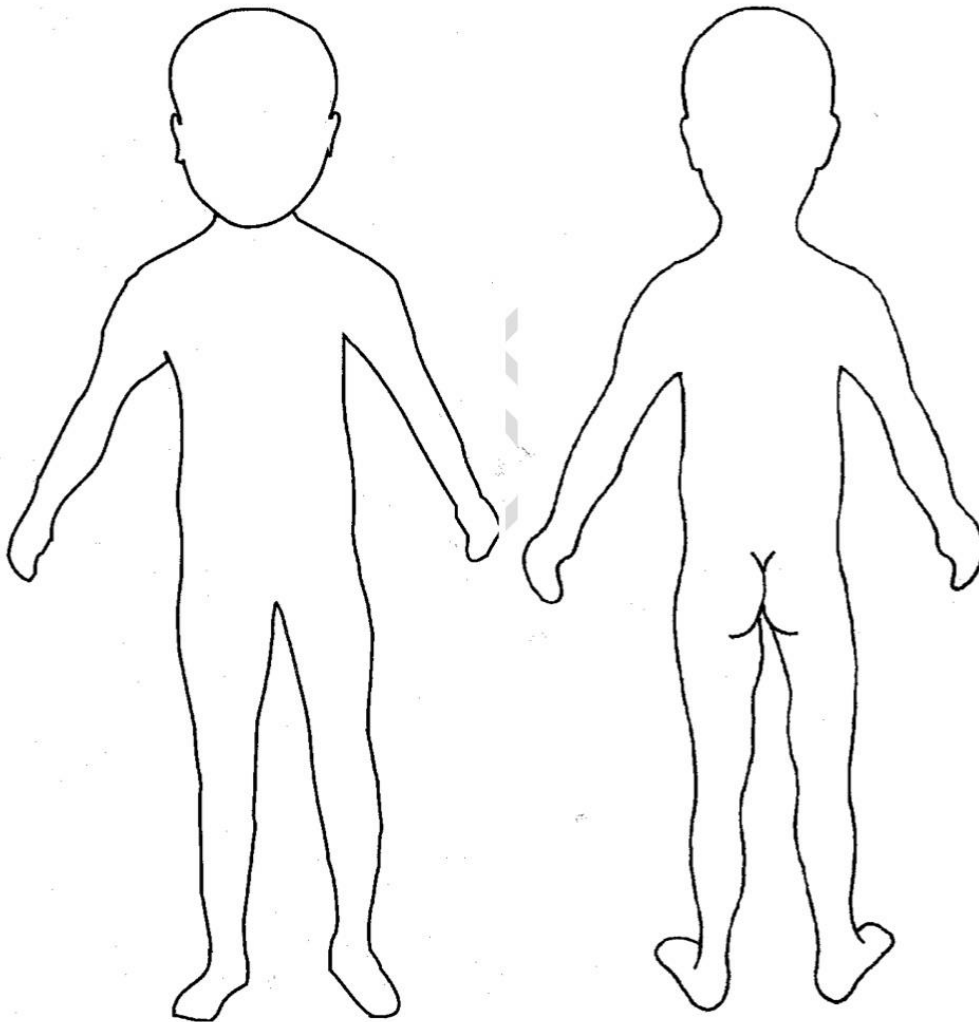
Name of Pupil: \_\_\_\_\_

Date of  
Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_

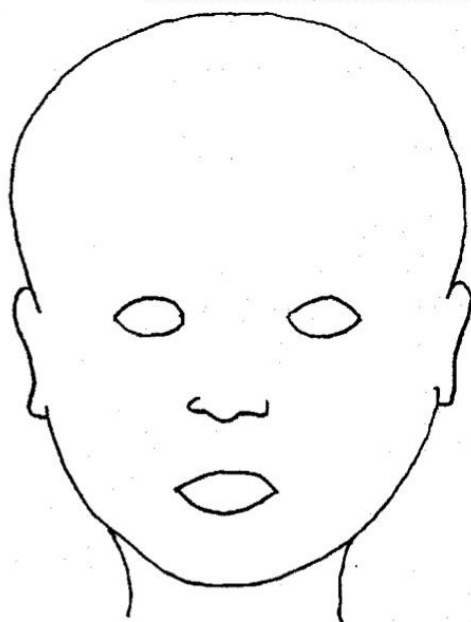
Job title: \_\_\_\_\_

Date and time of  
observation: \_\_\_\_\_

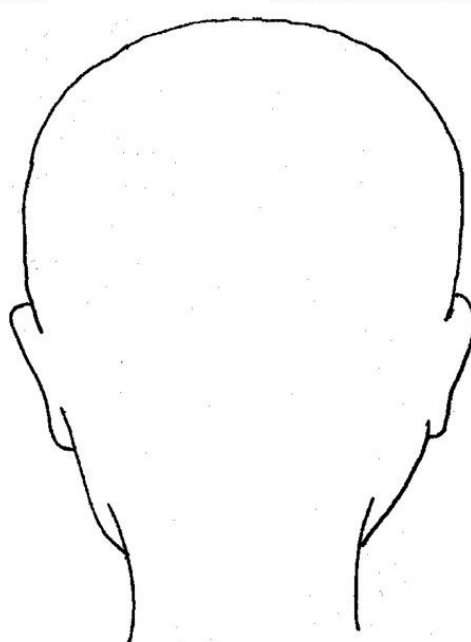


Name of  
pupil: \_\_\_\_\_

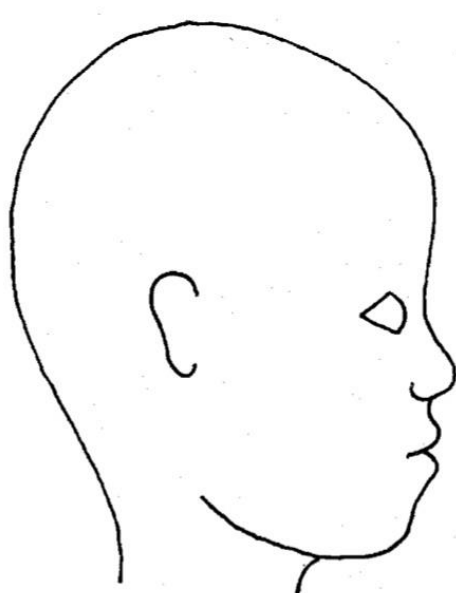
Date and time of  
observation: \_\_\_\_\_



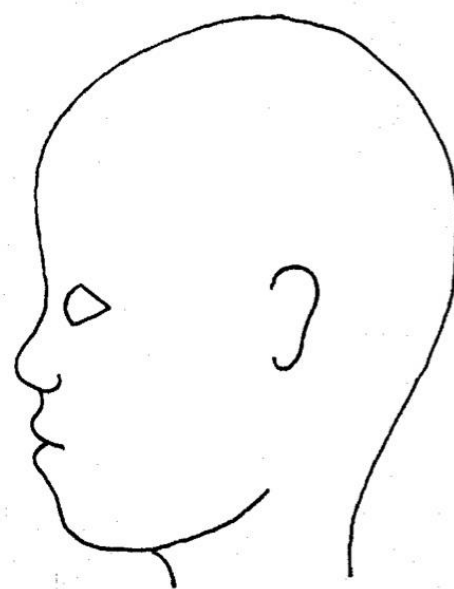
**FRONT**



**BACK**



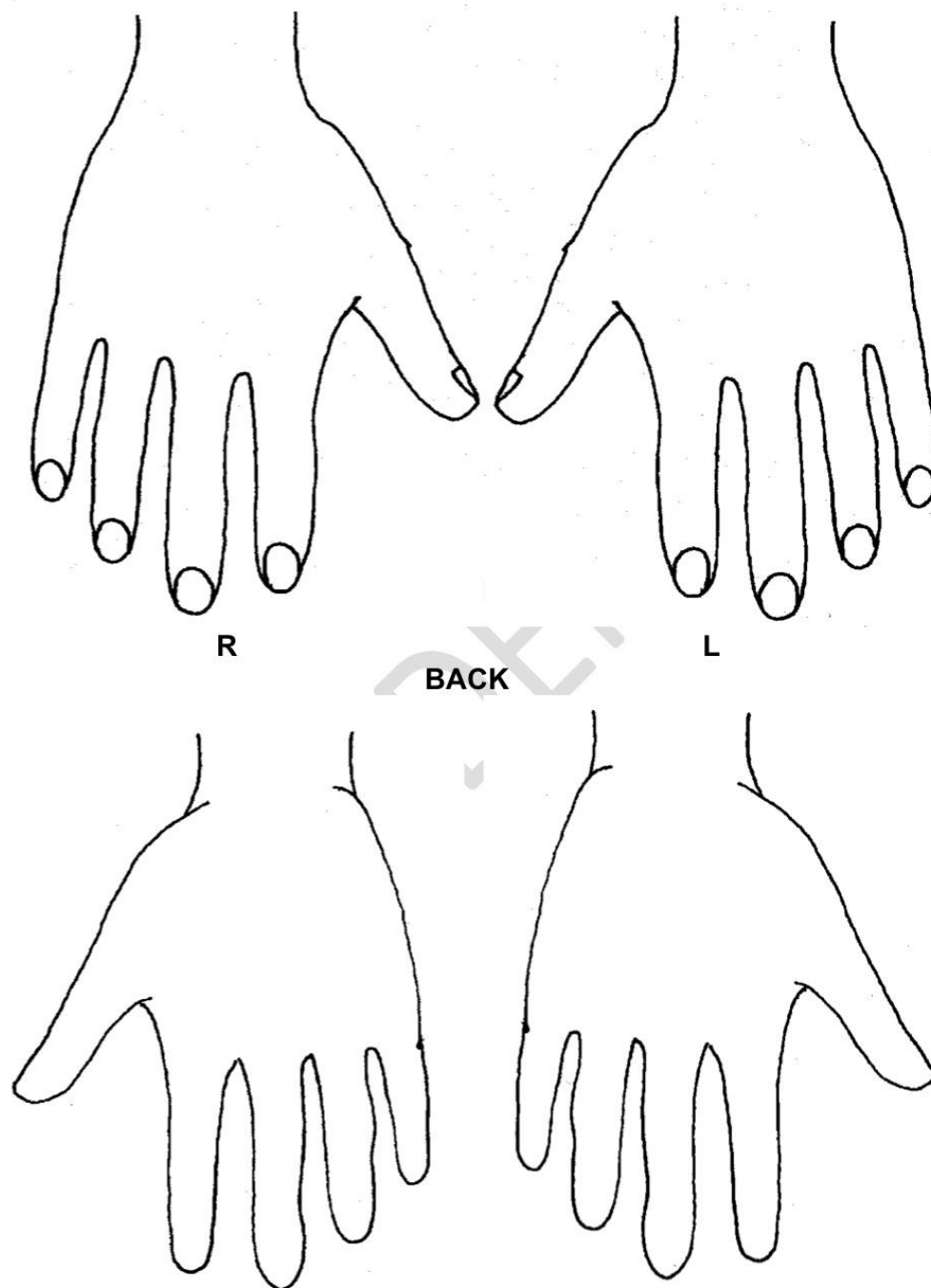
**RIGHT**



**LEFT**

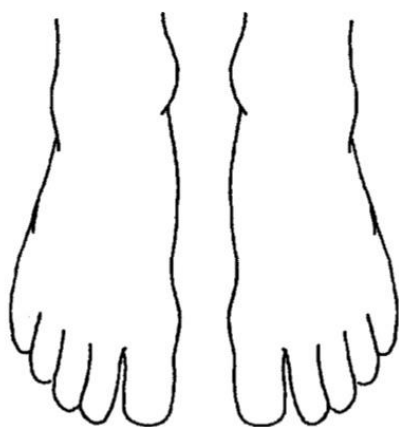
Name of pupil: \_\_\_\_\_

Date and time of  
observation: \_\_\_\_\_

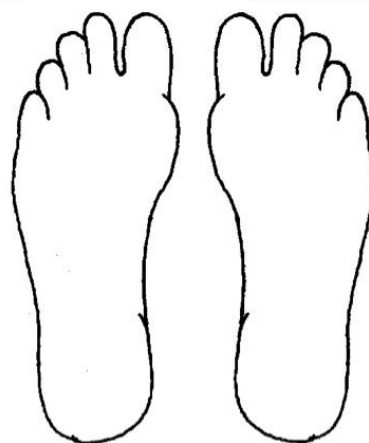


Name of Pupil: \_\_\_\_\_

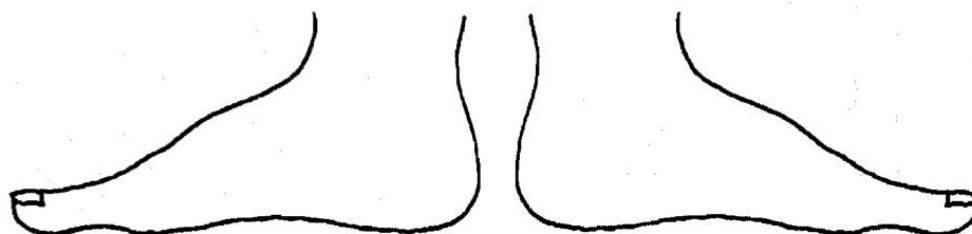
Date and time of  
observation: \_\_\_\_\_



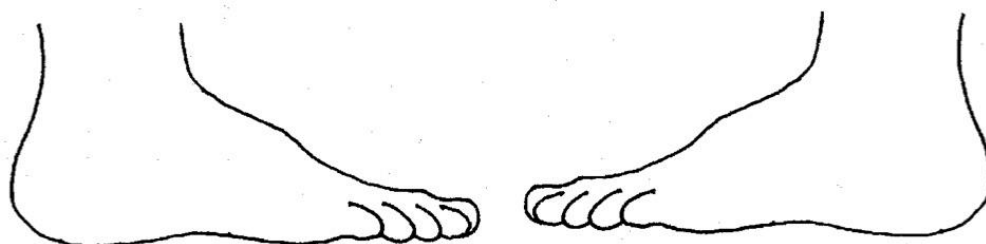
R TOP L



R BOTTOM L



R INNER L



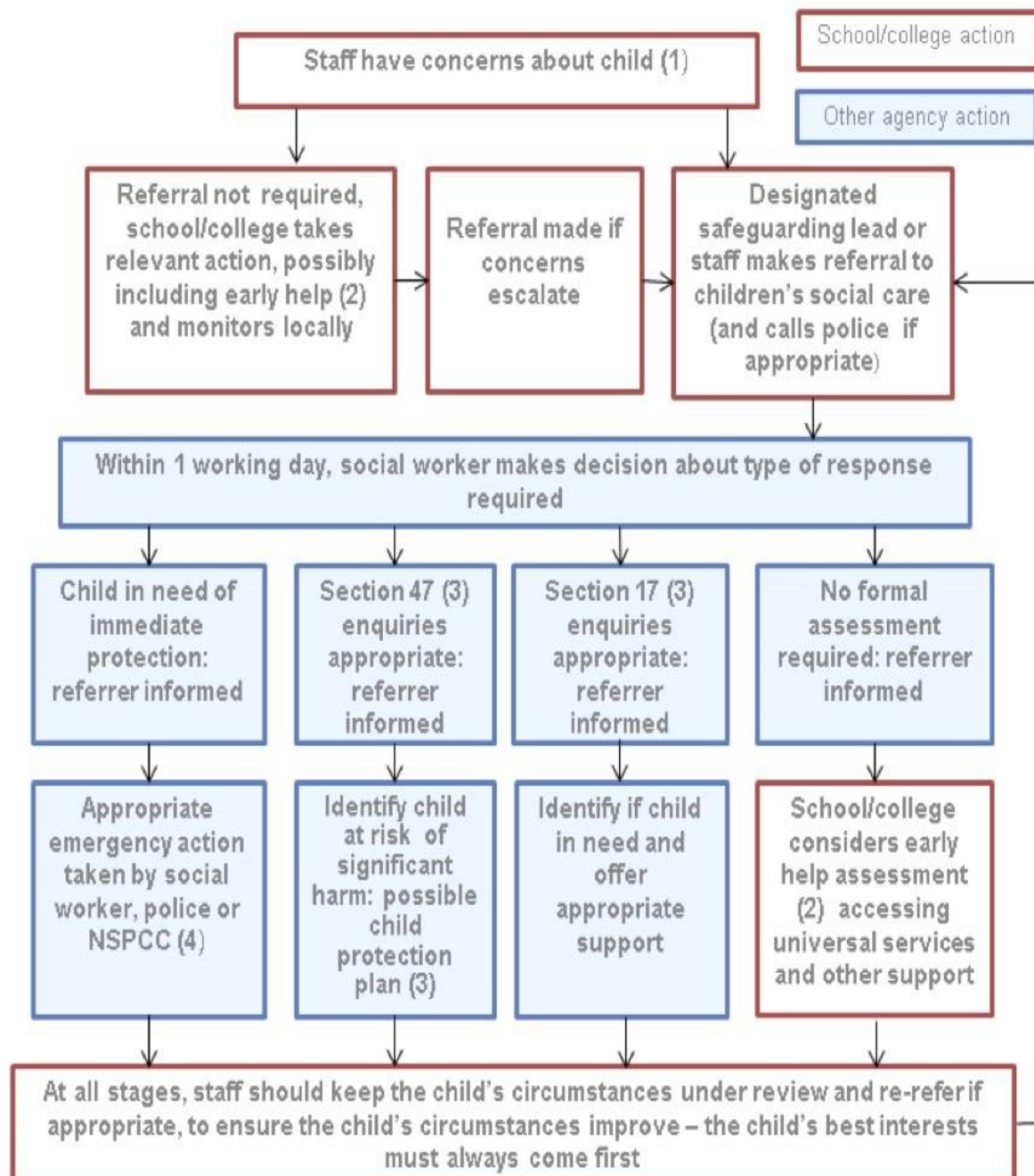
R OUTER L

Printed Name,  
Signature and Job  
title of staff: \_\_\_\_\_

## Blank template

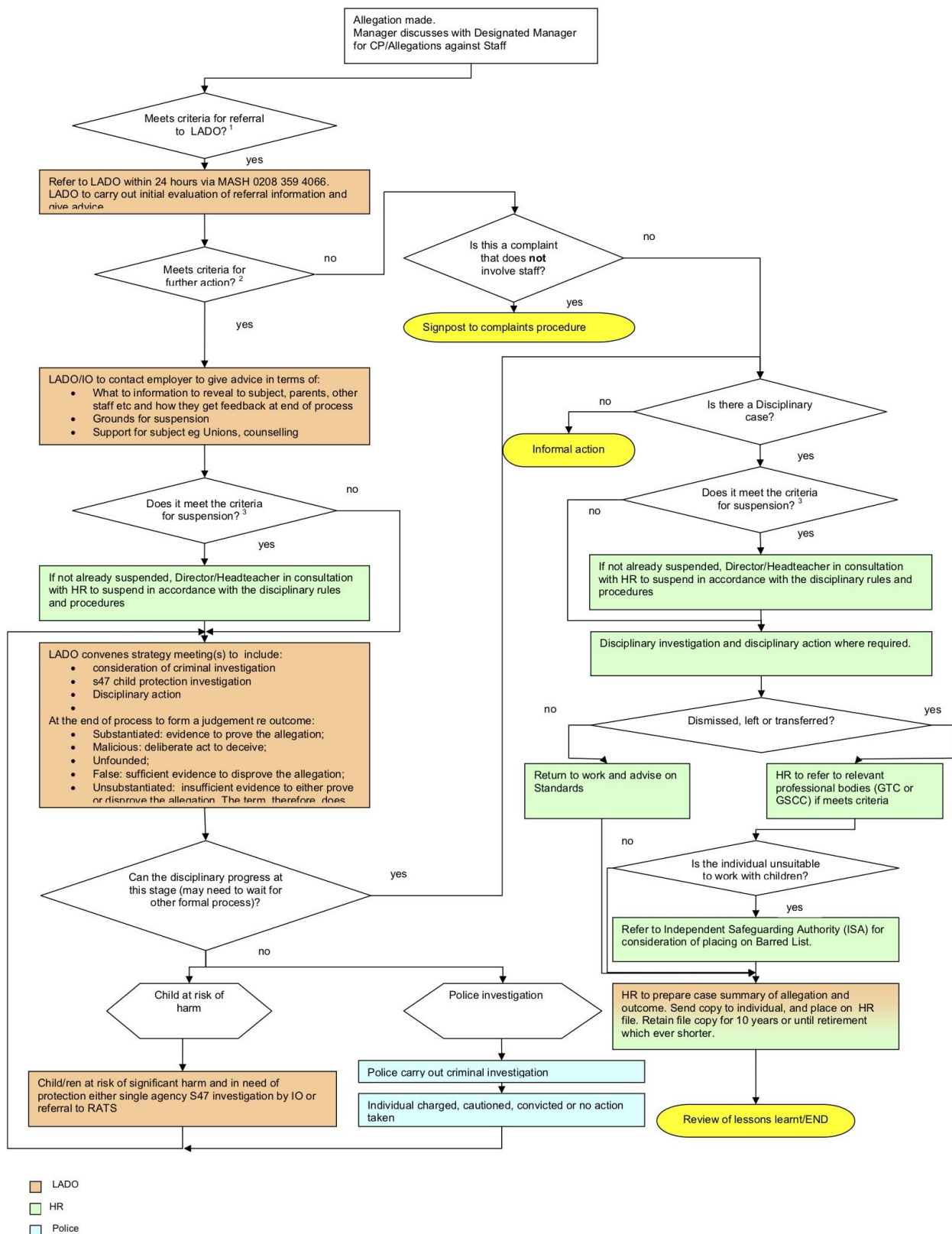
[illegible]

## Actions where there are concerns about a child





## Allegations against Staff Process within London Borough of Barnet



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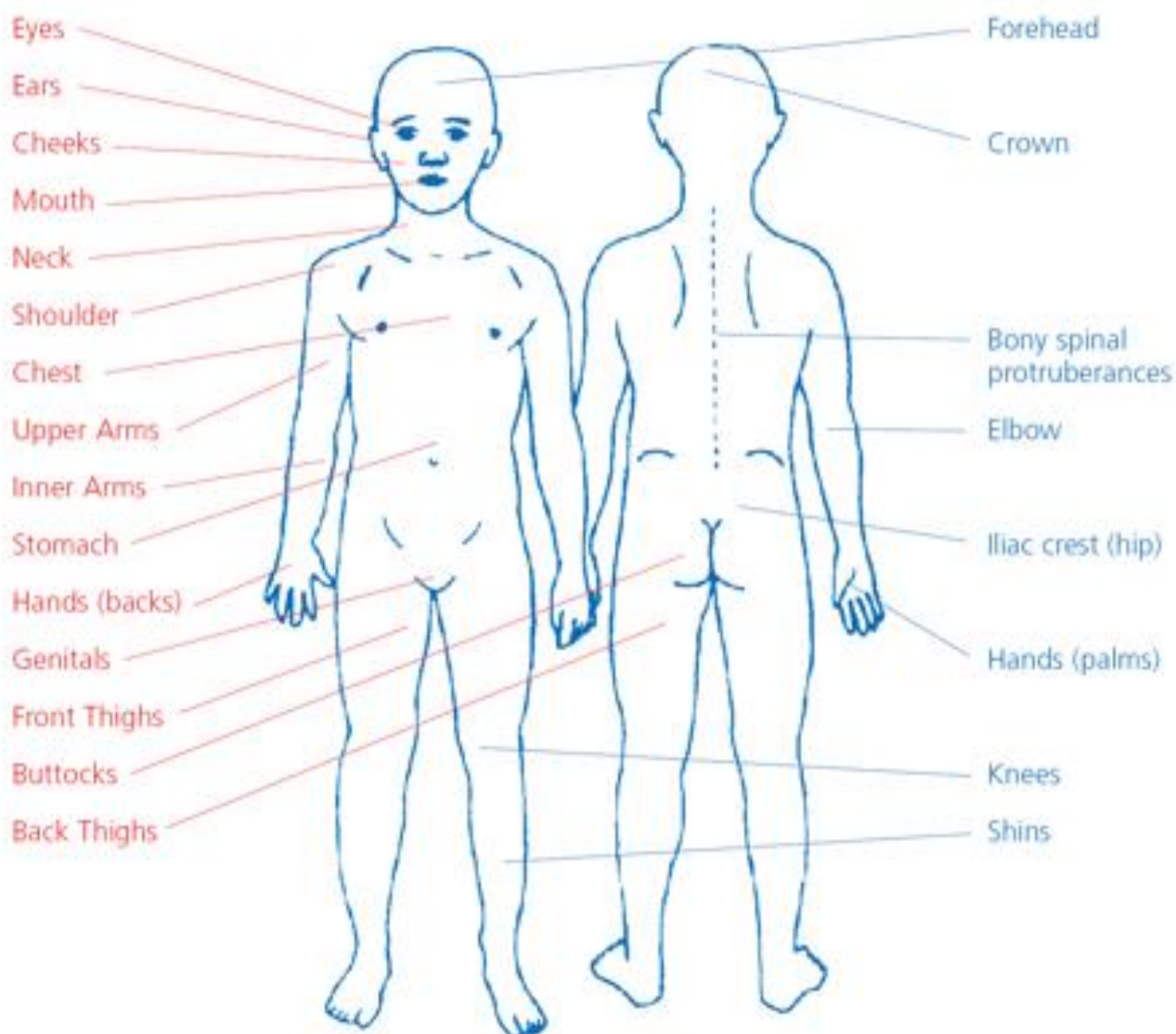
<sup>1</sup> An allegation that a person working with children has: 1. Behaved in a way that has harmed or may have harmed a child. 2. Possibly committed a criminal offence relating to a child. 3. Behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to the children( Working Together 2015)

<sup>2</sup> LADO to consider the following criteria: 1. A police investigation of a possible criminal offence. 2. Enquiries and assessment by children's social care re whether a child/ren is in need of protection/services. 3. Consideration by employer of disciplinary action with respect to the individual (Working Together 2006) 4. Complaints process

<sup>3</sup> Suspension to be considered if: 1. Alleged offence is potentially Gross Misconduct 2. Alleged offence is potentially a criminal offence 3. A child is at possible risk of significant harm (Working Together 2006) 4. Will protect the conduct of the investigation 5. Will protect the individual, organization or victim.

**COMMON SITES FOR  
NON-ACCIDENTAL INJURY**

**COMMON SITES FOR  
ACCIDENTAL INJURY**



### Off Roll Notification Form

Please complete when deleting a compulsory school-age child from the school roll and send to: *Mo Hooper, CME Officer, via **USO-FX or secure e-mail.***

**You must give ONE reason for removal from roll from the list on page 2.**

<b>DATE OFF ROLL</b>		<b>SCHOOL</b>		<b>CTF ISSUED?</b>	Y <input type="checkbox"/> N <input type="checkbox"/>
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#### DETAILS OF PUPIL

<b>Surname</b>			<b>Forename</b>		
<b>Gender</b>	M <input type="checkbox"/> F <input type="checkbox"/>	<b>Year Group</b>		<b>UPN</b>	
<b>Parents</b>					
<b>Home address</b>					
<b>telephone</b>			<b>Borough of residence</b>		
<b>Other parent/carer</b>					
<b>New or alternative address</b>					
<b>telephone</b>			<b>Borough of residence</b>		
<b>Any other information</b>					

<b>Referrer</b>	
<b>Position</b>	
<b>Date</b>	
<b>Address/e-mail</b>	

If you have any queries concerning the process of removing a child from the school roll, please contact Mo Hooper, 8359 7892, your EWO or TYW, or the EWT on 8359 7684

**New Starter Notification Form**  
**Education (Pupil Registration) Regulations, 2016**

Please complete when a new pupil joins the school other than at the normal point of enrolment and send to: **Mo Hooper, Children Missing Education Officer, Building 2, North London Business Park N11 1NP.**

<b>DATE ON ROLL</b>		<b>SCHOOL</b>	
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**DETAILS OF PUPIL**

<b>Surname</b>		<b>Forename</b>	
<b>Gender</b>	M <input type="checkbox"/> F <input type="checkbox"/>	<b>Year Group</b>	<b>UPN</b>
<b>Parents</b>			
<b>Home address</b>			
<b>telephone</b>		<b>Borough of residence</b>	
<b>Other parent/carer</b>			
<b>New or alternative address</b>			
<b>telephone</b>		<b>Borough of residence</b>	
<b>Any other information, including previous school</b>			

<b>Referrer</b>	
<b>Position</b>	
<b>Date</b>	
<b>Address/e-mail</b>	

If you have any queries, please contact Mo Hooper, **8359 7892**, or the Education Welfare Team on **8359 7684**

## Child Missing from School (CMS) Referral

<b>School</b>		<b>Date of last attendance</b>	
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### CHILD'S DETAILS

<b>Surname</b>					<b>Forename</b>			
<b>Date of birth</b>		<b>Year</b>		<b>Male/Female</b>		<b>Ethnicity</b>		
Looked-after child <input type="checkbox"/> Child Protection Plan <input type="checkbox"/> Child in Need <input type="checkbox"/> CAF <input type="checkbox"/> SEN <input type="checkbox"/>								

<b>Home address</b>			
<b>Postcode</b>		<b>Borough of residence</b>	
<b>Parent / Carer</b>		<b>Tel number(s)</b>	

Reason for referral	Tick as applicable	Additional information required
<b>ABSENT FOR TEN SCHOOL DAYS</b>	<input type="checkbox"/>	LAST DAY OF ATTENDANCE
<b>ABSENT FOR FIVE DAYS FOLLOWING AGREED RETURN DATE FROM LEAVE</b>	<input type="checkbox"/>	AGREED RETURN DATE

**Other relevant information** (please include details of any concerns about child's safety / welfare)

<b>Referrer:</b> <b>Position:</b> <b>Date:</b> I will update the EWO, TYW or CME officer with any new information concerning the family.	<b>Return form by USO-FX or secure e-mail to</b> Mo Hooper, CME Officer, traded-service EWO, or Targeted Youth Worker, as appropriate  London Borough Of Barnet, North London Business Park Oakleigh Road South, London N11 1NP Tel: 020 8359 7892
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## **SUSI EARNSHAW THEATRE SCHOOL: ICT AND E-SAFETY AGREEMENT**

**Name:** \_\_\_\_\_

**Year:** \_\_\_\_\_

**To make sure that I stay safe when using ICT at school I will:**

- Use all ICT positively
- Only post positive comments about others, including my peers
- Not engage in cyber bullying
- Ask permission or wait to be told to use the internet.
- Only email people I know or who have been approved by a teacher, parent or a guardian
- Ask permission before opening an email from people I do not know
- Not use internet chat rooms
- Not use my real name when using games on the internet (I could create a nickname)
- Never give out a home address, phone or mobile number
- Never share where I go to school with someone over the internet
- Never arrange to meet someone who I have made contact with on the internet
- Only use webcams with people I know
- Tell someone immediately if I am 'lost' on the internet
- Tell someone immediately if I see something on the internet with which I am unhappy or uncomfortable or they feel is inappropriate
- Not access or attempt to access inappropriate material including films or computer games for people above my age
- Not make any online purchases, including in-app purchases
- Not attempt to bypass any restrictions on my use of ICT, including internet sites. not make any online purchases, including in-app purchases
- Not upload any data, including from USB devices, CDs or DVDs, without the permission of a member of staff
- Not attempt to befriend staff over Facebook or social media

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **SUSI EARNSHAW THEATRE SCHOOL: RULES ON USE OF INTERNET AND E-MAIL**

- We want each student to enjoy using the internet, and to become proficient in drawing upon it both during your time at School, and as a foundation for their further education and career. However, there are some potential drawbacks with e-mail and the internet, both for students and for the School.
- The purpose of these rules are to set out the principles which students must bear in mind at all times and also the rules which you must follow in order for all students to use the internet safely and securely.
- The principles and rules set out below apply to all use of the internet, including social media, and to the use of e-mail in as much as they are relevant. Failure to follow these rules will constitute a breach of discipline and will be dealt with in accordance with the School's behaviour Policies and in particular the Disciplinary Principles and Practices policy and is applicable, the Exclusions Policy. Access and security
- Access to the internet from the School's computers and network must be for educational purposes only. Students must not use the School's facilities or network for personal, social or non-educational use without the express, prior consent of a member of staff.
- Students must not knowingly obtain (or attempt to obtain) unauthorised access to any part of the School's or any other computer system, or any information contained on such a system.
- No laptop or other mobile electronic device may be connected to the School network without the explicit consent of a member of staff.
- Passwords protect the School's network and computer system. To facilitate learning, our younger students are given a common password, as at this stage they are just familiarising themselves with the system under supervision and it will not be used to store any private information. Students in Years 5 and above should not let anyone else know their password. If a student believes that someone knows his / her password he / she must change it immediately. Students should not attempt to gain unauthorised access to anyone else's computer or to confidential information to which he / she is not authorised to access. If there is a problem with your passwords, students should speak to his / her class teacher or contact the Head of ICT.
- Students must not attempt to access or share information about others without the express permission of a member of staff. To do may breach data protection legislation and laws relating to confidentiality.
- The School has a firewall in place to ensure the safety and security of the School's networks. Students must not attempt to disable, defeat or circumvent any of the School's security facilities. Any problems with the firewall must be reported to the form or subject teacher or the Head of ICT.
- The School has filtering systems in place to block access to unsuitable material, wherever possible, to protect the welfare and safety of students.
- Viruses can cause serious harm to the security of the School's network and that of others. Viruses are often spread through internet downloads or circulated as attachments to e-mails. If a student thinks or suspects that an attachment, or other material to download, might contain a virus, he / she must speak to his / her teacher before opening the attachment or downloading the material. Students must not disable or uninstall any anti-virus software on the School's computers.

### **USE OF THE INTERNET**

- Students must use the School's computer system for educational purposes only and are not permitted to access interactive or networking web sites without the express, prior consent of a member of staff.
- Students must take care to protect personal and confidential information about themselves and

others when using the internet, even if information is obtained inadvertently. Students should not put personal information about themselves, for example their full name, address, date of birth or mobile number, online.

- Students must not load material from any external storage device brought in from outside the School onto the School's systems, unless this has been authorised by the Head of ICT.
- Students should assume that all material on the internet is protected by copyright and such material must be treated appropriately and in accordance with the owner's rights - students must not copy (plagiarise) another's work.
- Students must not view, retrieve, download or share any offensive material. Offensive material includes, but is not limited to, content that is abusive, racist, considered to be of an extreme or terrorist related nature, sexist, homophobic, any form of bullying, pornographic, defamatory or criminal activity. Use of ICT in this way is a serious breach of discipline. Students must tell a member of staff immediately if they have accidentally read, downloaded or have been sent any offensive material or material that is inappropriate, including personal information about someone else.
- Students must not communicate with staff using social networking sites or other internet or web-based communication channels unless this is expressly permitted for educational reasons.
- Students must not enter into any contractual commitment using the internet when in the care of the School, or otherwise associated with the School, whether for themselves or on behalf of another (including the School).
- Students must not bring the School into disrepute through their use of the internet.

#### **USE OF E-MAIL:**

- Students must not use any personal web based e-mail accounts such as Yahoo or Hotmail through the School's network. Any email being received by a student account from a non-school address (e.g. @sets.org) is received first by the IT department to be screened and sanctioned and students are unable to send emails to non-school accounts.
- Students must use their School e-mail accounts for any e-mail communication with staff. Communication either from a student's personal email account or to a member of staff's personal email account is not permitted.
- E-mail should be treated in the same way as any other form of written communication. Students should not include or ask to receive anything in an e-mail which is not appropriate to be published generally or which the student believes his / her parents or the Head teacher would consider to be inappropriate.
- Students must not send or search for any e-mail message which contains offensive material. Offensive material includes, but is not limited to, content that is abusive, racist, considered to be of an extreme or terrorist related nature, sexist, homophobic, any form of bullying, pornographic, defamatory or criminal activity. If students are unsure about the content of a message, they must speak to a member of staff. If a student comes across such material he / she must inform a member of staff as soon as possible. Use of the e-mail system in this way is a serious breach of discipline. The School will take no responsibility for any offence caused by a student as a result of downloading, viewing or forwarding inappropriate e-mails.
- Trivial messages and jokes should not be sent or forwarded through the School's e-mail system. Not only could these cause distress to recipients (if considered to be inappropriate) but could also cause the School's ICT system to suffer delays and / or damage.
- All correspondence from your School e-mail account must contain the School's disclaimer.
- Students must not read anyone else's e-mails without their consent.



**I confirm that I have read and understood the Susi Earnshaw Theatre School Rules on Use of Internet and E-Mail.**

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_