

Safeguarding, E-safety and ICT policy

St George's School: A Church of England Academy.

DIGNITY
HOPE
COMMUNITY
WISDOM

HUMILITY
KINDNESS



Approved by: G Warnock

Date: 01/09/25

Last reviewed on: 01/09/25

Next review due 01/09/26
by:

Safeguarding, E-safety and ICT policy

This policy is informed by statutory guidance, including Keeping Children Safe in Education (KCSIE, Department for Education, 2025). The full document can be accessed online here: [KCSIE](#)

This policy is underpinned by the following key statutory guidance and legislation:

- *Keeping Children Safe in Education* (DfE, 2025)
- *Working Together to Safeguard Children* (DfE)
- Education Act 2002
- Children Act 1989 and 2004

Personnel

Key Staff	Role and Responsibility
Full name of School	St Georges School: A Church of England Academy
Designated safeguarding lead	Carly Dawson
Deputy designated safeguarding lead(s)	Chris Connaughton John Kerr Gayle Malone
Designated Safeguarding Persons	Rachael Anderton Lizzie Brookes Jordan Croft Laura Gilderdale Hayley Jennings Nicola Miller Katie Omar Angela Preston Nick Rainbow Rebecca Stirzaker Iain Tarpey

Designated teacher for 'Our Children'	Rachael Anderton
Homelessness Liaison Officer	Carly Dawson
Lead governor for safeguarding and child protection.	Cherryl Drabble
Prevent Co-ordinator	Carly Dawson

Names and contacts:

- Main Office, 01253 316725
- Carly Dawson is the Designated Safeguarding Lead (DSL):
carly.dawson@cidari.co.uk
- Chris Connaughton, John Kerr and Gayle Malone are the Deputy DSL's: chris.connaughton@cidari.co.uk john.kerr@cidari.co.uk
gayle.malone@cidari.co.uk
- Headteacher on 01253 316725
- Social Care: 01253 477299

Vision:

At St George's (STG), we are deeply committed to safeguarding and promoting the welfare of all children, anchoring this commitment firmly within the foundation of our school's ethos and daily operations. This dedication is not only a response to the statutory duty outlined in Section 175 of the Education Act 2002 but also a reflection of our intrinsic desire to foster a safe, nurturing environment where every child is empowered to flourish.

We firmly believe in the inherent right of every child to feel safe and be protected from physical, sexual, emotional abuse, and neglect. It is a shared responsibility that binds our entire STG community together—every teacher, staff member, parent, and guardian plays a vital role in turning this belief into a reality. Together, we work tirelessly to ensure that every child in our care receives the protection, respect, and care they undoubtedly deserve.

Aligned with our Christian values, our vision for safeguarding is inspired by the words in Matthew 19:14, "Let the little children come to me and do not hinder them, for to such belongs the kingdom of heaven." This passage underscores our commitment to creating an inclusive environment that welcomes and safeguards all children, embodying the principles of love, protection, and care that are central to our faith.

Through our safeguarding policies and practices, we aim to embody these values,

ensuring that every child at STG is seen, heard, and valued. Our vision is to not only protect but to also empower our children, enabling them to grow with confidence, dignity, and a sense of belonging within a community that cherishes their well-being above all.

We maintain a culture of vigilance (“it could happen here”) and ensure pupils are listened to and taken seriously.

Scope of our Commitment:

Safeguarding encompasses child protection, safer recruitment, managing allegations against staff, as well our approach to the Keeping Children Safe in Blackpool process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from the academy and our response to the use of technology and our health and safety procedures. These are documented in separate policies. We have a clear commitment to supporting the child. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

Child Protection Procedures:

Please see this policy, the school website or the staff drive for safeguarding policy and procedures.

Blackpool Child Protection Procedures

The Pan-Lancashire Child Protection Procedures:

[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership \(CSAP\) Procedures Manual](#)

1. When staff receive a disclosure or notice that something has led them to suspect that abuse may have taken place, the information is recorded in writing and sent to MYCONCERN.

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs, then the staff member has a duty to report the concern onto MYCONCERN. The DSP/DDSL/DSL will ensure that the concern is recorded appropriately and advise the member of staff reporting the concern on any further actions they may need to take.

If you feel as if the child is in imminent danger, you must report to MYCONCERN, highlighting the urgency and speak to the DSL or one of the DDSLs immediately by pushing the urgent on-call button on class charts or finding them in person.

If a staff member has a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance, or basic needs, the staff member has a duty to record the concern on MY CONCERN and discuss it with the DSP/DDSL/DSL as soon as possible that day. Any follow-up action must be recorded by the person undertaking the action on MYCONCERN.

When technology is involved, we retain the evidence provided by the young person and/or their family (e.g. screenshots/emails/text messages) and use it to support the MYCONCERN log.

However, we do not search family mobile phones or computers to gain further information. Instead, we seek advice from the Police via the Public Protection and Investigation Unit (01253 604080) about gathering evidence.

2. When Level 3/4 concerns are raised the DSL/DDSL follows the procedures endorsed by Blackpool's Local Safeguarding Children Board. Action must be taken within the same working day and as early as possible.
3. Where any form of abuse is suspected, a referral will be made to Social Care/Request for Support Hub, which is directed by the DSL/DDSL. The expectation is that an online referral will be made, along side verbal communication with the duty social team.

The content of the referral will be discussed with parents/carers where appropriate. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers will not be told that a referral is being made if sexual abuse or fabricated illness is suspected. Staff must not discuss any issues with parents/carers unless they are told to do so by the designated staff.

Social Care will then lead the process, which could involve the children going onto child protection plans or being assessed by the Early Assessment Team. If a referral is passed to The Early Assessment Team, they will determine the best course of action and which professionals are best placed to deal with the issues.

NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO

CASES OF SUSPECTED ABUSE.

NO CHILD SHOULD BE TOUCHED, CHECKED OR EXAMINED unless directed by Social Care and carried out by at least two members of staff, one of whom must be from the Designated Team.

- Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.
- Staff must cooperate with those investigating abuse following a referral. It will be their responsibility to ensure that parents/carers are fully informed about the investigation.
- Throughout this process, the Designated Team can seek advice from:
 - Social Care (01253 477299)
- The Safeguarding Board/LADO (01253 477541) in relation to allegations.

Training and Support

- All DSLs and DSPs receive level 3 safeguarding training annually.
- All staff, including new staff, must complete online Level One Safeguarding training.
- All members of staff are trained in Blackpool Safeguarding Child Protection as part of their induction process and continued professional development.
- All members of staff are trained in Keeping Children Safe in Education (DfE Sept 2025) as part of their induction process and continued professional development.
- A number of staff hold First Aid at Work certificates. (A list of staff qualified in

First Aid at Work is displayed at Reception).

- Support material for all staff and the BSCB policies and procedures are available:

–[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership \(CSAP\) Procedures Manual](#)

- The procedures relating to all aspects are discussed with all staff regularly.
- A record of staff training is kept within the academy, which identifies who has attended training and the content of the session.
- A set of the most recent training materials is available for all academy staff in the academy on the shared staff folders.
- Our Recruitment process includes safeguarding tasks/questions
- Our Nominated Governor is updated regularly and, in turn, reports relevant information about safeguarding to the Governing Body.
- Safeguarding is a standing item on the termly full academy governors' agendas.
- Training, including Safer Recruitment, is also provided online.
- The governors in their role.

Early Support

The staff in our academy are committed to multi-agency working to support the Keeping Children Safe in Blackpool Process. Where it is deemed that children require additional support, the DDSL/DSL will discuss their concerns with parents/carers.

- Complete or update the Keeping Children Safe in Blackpool process.
- Undertake level 3 families – KCSB submitted to the Early Assessment Team for consideration.
- The pastoral team continues to offer support throughout this process.
- Convene or take part in meetings with families and relevant agencies.
- Call a meeting if parents/carers are unwilling to engage in the process
- Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of the Keeping Children Safe in Blackpool is conducted with the support and full knowledge of our parents/carers. Where it is appropriate we also involve the child in discussions and gain the child's views. All the documents to support the Team Around the Family process are available through the Blackpool Council Website.

Training and Support

The BSCB team appropriately trains staff members who are likely to complete the Keeping Children Safe in Blackpool.

Information for Parents/Carers

It is made very clear to all parents/carers that all our staff are legally obliged to follow up any concerns they may have around child protection. A statement to this effect

will be included in the academy prospectus and on our website. We also display our commitment to safeguarding in our entrances.

Confidentiality/Records

All child protection records are kept in a locked cabinet inside a locked room. The DSL/DDSL has access to these. When necessary, they may be shared with other relevant staff members and then immediately returned to the locked cabinet.

However, they must always be read in school (notes can be made to take to meetings outside of school but must then be shredded). Safeguarding information must not be removed from the room in which it is stored.

When a child leaves our academy, their child protection records are sent to the receiving school separately from the child's other academy records. A receipt form is completed upon delivery of child protection records, which are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received, we will retain the file indefinitely. We would inform the Pupil Welfare Service via a password-protected email supported either by phone or a Pupil Welfare Referral form that the child was no longer at our academy, just as we would for all children who are either missing from the academy with no explanation for ten consecutive days or earlier if there is a cause for concern. We follow the joint protocol. 'Children and young people who run away or go missing from home or care' – see BSCB online.

Bullying and Child-on-Child Abuse:

Policy Statement

STG recognises that bullying is a form of child-on-child abuse that undermines the safety and well-being of students. We are committed to creating a secure and respectful environment where all forms of bullying and abuse are recognised as unacceptable behaviours. This policy sets forth our comprehensive approach to prevent, identify, and address bullying and child-on-child abuse, ensuring effective communication with students' families throughout the process.

Definition

Bullying involves repeated, intentional harm to another individual or group, physically, verbally, or emotionally. Child-on-child abuse extends beyond bullying to include sexual bullying, physical and sexual assaults, and other forms of exploitation. Both bullying and child-on-child abuse can significantly impact a child's health, development, and education.

Implementation

Preventative Measures: Our approach includes education on empathy, kindness, digital citizenship, and respect for diversity to prevent bullying and child-on-child abuse. The curriculum and school activities are designed to foster a culture of mutual respect where students feel safe and respected.

Identification and Reporting: Staff, students, and parents/carers are encouraged to report any concerns about bullying or child-on-child abuse directly to the school and Safeguarding team. All staff are trained to recognise signs of such behaviours and understand the importance of swift and sensitive intervention.

Response to Incidents: Incidents are investigated promptly, with actions tailored to the specific situation. Our response aims to support the victim, address the behaviour of the perpetrator, and ensure the safety of the school environment. All actions taken are in line with our safeguarding procedures and prioritise the well-being of the children involved.

Support and Communication: Victims and perpetrators receive appropriate support, including counselling referrals if needed and interventions to address their behaviour and underlying issues. Consistent and open communication with the families of all students involved is a key part of our approach, ensuring that parents/carers are informed and involved in the resolution process.

Child-on-Child Abuse:

Policy Statement

STG recognises that children may be harmed by other children or young people. This policy outlines our commitment to identifying, preventing, and responding to all forms of child-on-child abuse, including bullying, sexual violence, and harassment. We are dedicated to creating a safe and supportive environment where such behaviours are recognised as unacceptable and are addressed promptly and effectively.

Scope of Abuse

Child-on-child abuse at STG includes but is not limited to, bullying, sexual bullying, coercion to send sexual images, physical and sexual assaults, child sexual exploitation, teenage relationship abuse, and gang-related vulnerabilities. We understand the serious impact these actions can have on both the victims and the perpetrators and the importance of addressing them as safeguarding concerns rather than dismissing them as 'part of growing up' or mere 'banter'.

Approach

Preventative Measures: STG implements various safeguards, including our anti-bullying policy, to reduce the likelihood of child-on-child abuse. Our curriculum is designed to educate students about respect, consent, and healthy relationships, aiming to foster a culture of mutual respect and tolerance.

Identification and Reporting: All staff members are trained to identify signs of child-on-child abuse and are required to report any concerns to the Designated Safeguarding Lead (DSL) following our safeguarding procedures. The school is alert to the indicators of abuse and the complex dynamics that can contribute to it, including the influence of peer relationships and environmental factors.

Response to Incidents: Incidents of child-on-child abuse are dealt with in line with our safeguarding procedures. This includes assessing the needs and risks associated with both the victim and the alleged perpetrator, taking into account the nature and context of the abusive behaviours and any underlying needs or risks to the young person displaying harmful behaviour.

Support for Victims and Perpetrators: STG is committed to supporting all students involved in incidents of child-on-child abuse. This includes providing appropriate support and interventions based on the individual needs of the victims and addressing the underlying issues contributing to the perpetrator's behaviour. Our approach is holistic, recognising that alleged perpetrators may also have unmet needs and may pose a risk to others. Perpetrators of Child on Child will also do support work through our Behaviour curriculum, completing relevant modules and pastoral sessions to prevent future incidents.

Sexual Harassment, Up-Skirting, and Violence Between Children

Policy Statement

STG upholds a commitment to fostering a safe, inclusive, and respectful learning environment. In alignment with "Keeping Children Safe in Education" (KCSIE), we acknowledge that sexual harassment, up-skirting, and violence between children are unacceptable and represent serious safeguarding issues. Our policy enforces a zero-tolerance stance and articulates our approach to prevention, detection, and response, recognising that such behaviours may occur even if not currently evidenced by recorded incidents.

Understanding the Issues

Sexual harassment, up-skirting, and violence between children undermine the dignity and safety of students. KCSIE underscores the necessity of acknowledging that these behaviours can transpire within educational settings, potentially going unreported. Therefore, our vigilance and preventative measures remain paramount regardless of the presence or absence of recorded incidents.

Implementation

Proactive Prevention: Our educational strategy incorporates teaching consent, respect, and personal boundaries, emphasising that lack of evidence does not equate to the absence of issues. We cultivate an environment where students feel empowered to express concerns.

Identification and Vigilance: Staff training reinforces the importance of being vigilant to the subtle signs of sexual harassment, up-skirting, and violence. This vigilance is critical, as such behaviours might not always be overt or reported. Staff are encouraged to act on any concern, no matter how small, to prevent potential harm.

Reporting and Response: Encouraging an atmosphere of openness, students and parents are informed on how to report concerns safely. Each report triggers a response that is

swift and in accordance with KCSIE guidance, ensuring investigations are thorough and sensitive to the needs and welfare of all students involved.

Comprehensive Support: Support mechanisms for victims and individuals displaying harmful behaviour are integral. This support acknowledges the complexities of child-on-child abuse and aims for a restorative approach that educates and rehabilitates as well as safeguards the school community.

Parental and Community Engagement: The school actively engages with parents and the wider community to share its safeguarding policies and practices, emphasising that proactive measures are in place even in the absence of reported incidents. This engagement fosters a partnership approach to maintaining a safe school environment.

Continuous Review and Adaptation: The policy is subject to regular review to ensure it remains responsive to emerging trends and aligns with the latest KCSIE guidance. This review process considers the effectiveness of current practices in identifying and responding to sexual harassment, up-skirting, and violence, including the potential for unreported incidents.

Homelessness

Purpose

This policy outlines STG's commitment to supporting students experiencing homelessness or at risk of homelessness. It is designed to provide a framework for identifying, supporting, and safeguarding these students, ensuring they have equal access to education and the necessary support to succeed at STG.

Scope

This policy applies to all students, staff, and faculty within STG. It recognises the unique challenges faced by students without stable housing and aims to create an inclusive, supportive environment for their education and well-being.

Policy Statement

STG recognises homelessness as a significant barrier to accessing and engaging in education. We are committed to providing a supportive environment that respects dignity, encourages academic success, and addresses the challenges faced by students experiencing homelessness.

Definitions

Homelessness: The lack of a fixed, regular, and adequate nighttime residence, including students living in shelters, motels, cars, or temporarily with other people due to a loss of housing.

Identification

- Staff members are trained to identify signs of homelessness discreetly, considering changes in behaviour, attendance, and academic performance.
- A designated Homelessness Liaison Officer (HLO) is available for students or staff to report concerns anonymously.

Support Measures

Education and Awareness: Regular training sessions for staff on the challenges faced by homeless students and how to support them effectively.

Academic Support: Tailored academic support, including tutoring, flexible deadlines, and personalised learning plans.

Health and Well-being: Access to physical and mental health services, with confidentiality and sensitivity to the students' living situations.

Housing Assistance: Collaboration with local authorities, housing associations, and charities to provide or facilitate access to temporary or permanent housing solutions.

Responsibilities

- The HLO is responsible for coordinating support for homeless students, liaising with external agencies, and ensuring staff are trained.
- Faculty and staff are responsible for supporting homeless students within their roles, maintaining confidentiality, and referring students to the HLO when appropriate.
- Students are encouraged to communicate their needs and engage with the support available while respecting the confidentiality and rights of their peers.

Confidentiality:

All information regarding students' living situations is treated with the utmost confidentiality and shared only with individuals directly involved in their support.

Child Sexual and Criminal Exploitation

Introduction

STG acknowledges the complex challenges posed by child sexual exploitation (CSE) and child criminal exploitation (CCE) as significant forms of abuse. These abuses exploit power imbalances to coerce, manipulate, or deceive children into sexual or criminal activities for the benefit of perpetrators. Recognising the vital role of safeguarding in addressing these threats, STG is committed to a whole-system response that encompasses not only familial but also extra-familial contexts of harm.

Definitions

A form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate, or deceive a child into sexual activity in exchange for something the victim needs or wants or for the financial advantage or increased status of the perpetrator or facilitator.

Child Criminal Exploitation (CCE): Occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate, or deceive a child into criminal activity for something the victim needs or wants or for the financial or other advantage of the perpetrator or facilitator.

Policy Statement

STG commits to safeguarding children from maltreatment, preventing impairment of children's health or development, ensuring the provision of safe and effective care, and taking action to enable all children to have the best outcomes. This includes addressing risks presented by external factors such as criminality, as highlighted in 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education'.

Approach

Identification and Response: Training staff to recognise the indicators of CSE and CCE, including changes in behaviour, unexplained gifts, or associations with older individuals. The Designated Safeguarding Lead (DSL) will act promptly on concerns, working closely with the AWAKEN team and other relevant agencies.

Contextual Safeguarding: Adopting a contextual approach to safeguarding, which extends beyond the family to include peer groups, schools, neighbourhoods, and online environments. This involves collaboration with professionals across sectors to influence and intervene in these contexts.

Transitional Safeguarding: Recognising the vulnerability of young people transitioning to adulthood, STG supports the development of a transitional approach to safeguarding for ongoing support beyond the age of 18.

Education and Prevention: The curriculum should incorporate education on the risks of CSE and CCE, focusing on online safety, healthy relationships, and consent.

Multi-Agency Collaboration: Engaging in multi-agency efforts, including working with the AWAKEN team, to share intelligence, map risks, and develop targeted interventions to support affected students and disrupt exploitation activities.

Criminal Exploitation and County Lines

Policy Statement

STG is committed to identifying and preventing the criminal exploitation of children within the context of county lines activity. Recognising that this form of exploitation poses a significant threat to the safety and well-being of young people, STG adopts a zero-tolerance stance towards any form of child exploitation. We pledge to work closely with the AWAKEN team and other relevant agencies to support students who may be at risk.

Identifying Risks

STG recognises the following indicators as potential signs of a child's involvement in criminal exploitation and county lines activities:

- Unexplained absences from school or significant drops in attendance
- Changes in friendships, particularly with older individuals or groups
- Decline in academic performance
- Evidence of self-harm or significant changes in well-being
- Signs of physical assault or unexplained injuries
- Substance abuse
- Being frequently missing or returning home late
- Unexplained gifts or possessions

Prevent

Policy Statement

STG is dedicated to safeguarding our students from radicalisation and extremism. In line with the Prevent Duty Guidance, we commit to identifying and mitigating risks of radicalisation through education, support, and early intervention. This policy outlines our approach to implementing the Prevent strategy within our school environment.

Preventing Violent Extremism

We are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process, our staff report any concerns they have about our children in this respect by speaking to the DDSL/DSL and logging the concern using MYCONCERN. The Designated Teacher will seek guidance from BSCB online and will then contact relevant personnel for further advice and support. All staff must annually complete the government PREVENT training found here :

–[Prevent duty training](#)

What is Prevent?

From 1 July 2015, all schools, registered early-years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the *Counter-Terrorism and Security Act 2015*, in the exercise of their functions, has “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Implementation

Designated Prevent Lead: A senior member of the school's management team serves as the Designated Prevent Lead, overseeing the implementation of the Prevent strategy and serving as the primary contact for external Prevent partners.

Staff Training: All staff members receive annual training on the Prevent duty to recognise signs of radicalisation and understand the process for referring concerns. This training is updated yearly to reflect current trends and guidance.

Engagement with Students: Through our RSE, PSHE curriculums and pastoral care, we engage students in discussions about democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs, aiming to build resilience against radicalisation.

Safeguarding Integration: The Prevent strategy is integrated into our broader safeguarding policies, ensuring a coordinated approach to student welfare and safety.

Online Safety & Misinformation

The school recognises the risks posed by misinformation, disinformation and online influence. Staff remain vigilant to how pupils may be exposed to harmful narratives online, including extremist material, conspiracy theories and misleading health or social information. This forms part of our commitment to safeguarding pupils in line with KCSIE (2025) and our Prevent Duty.

Harmful Gender Norms & Toxic Masculinity

The school is committed to promoting respectful relationships and challenging harmful stereotypes. We recognise that toxic masculinity, misogyny, or rigid gender expectations can contribute to child-on-child abuse, harassment or violence. Through our curriculum (including RSE and PSHE), behaviour policy, and safeguarding procedures, we actively work to challenge these attitudes and support pupils to develop healthy, respectful behaviours.

Female Genital Mutilation (FGM)

Policy Statement

STG is committed to protecting students from the harms of Female Genital Mutilation (FGM). Recognising FGM as a form of child abuse, we aim to prevent occurrences within our school community and support affected students through education, monitoring, and intervention.

Role of the School Nurse: Our school nurse plays a vital role in supporting students at risk of or affected by FGM. The nurse provides healthcare advice, supports disclosures, and refers to external medical and support services as needed.

Student Education and Support: Educational programs on body rights, safety, and health include discussions on FGM, aiming to empower students with knowledge and support. Students identified as being at risk of FGM are provided with tailored support and counselling.

Monitoring and Reporting: Staff are vigilant in monitoring for signs of FGM risk and are required to report any concerns on MYConcern and to the DSL or DDSLs. The school follows statutory guidelines for mandatory reporting of known cases of FGM to the police.

Fabricated or Induced Illness (FI) and Perplexing Presentations (PP)

Introduction

STG is committed to safeguarding the well-being of all students. This includes recognising and responding appropriately to cases involving Fabricated or Induced Illness (FI) and Perplexing Presentations (PP), ensuring a proactive and informed approach.

Definitions

Fabricated or Induced Illness (FII) is when a child's health or well-being is intentionally misrepresented by a parent or carer, leading to unnecessary medical interventions or harm.

Perplexing Presentations (PP) refers to situations where a child presents with symptoms that are complex, confusing, and difficult to explain medically, not necessarily involving deceit by the carer.

School's Response

Early Identification: Staff are vigilant in noticing signs that may suggest FII or PP, including frequent medical appointments, discrepancies between reported and observed conditions, or evidence of unneeded medical interventions.

Communication with Parents/Carers: For PP cases, the school engages in supportive communication with parents/carers to understand the child's medical condition and ensure appropriate support for their education and welfare.

Referral and Collaboration: Suspected FII cases follow safeguarding procedures, potentially involving referral to local authority children's services. The school collaborates with healthcare professionals, taking their advice on managing the child's school participation.

Support for the Child: The school ensures necessary support, including educational, emotional, and healthcare needs, coordinating with healthcare providers to ensure consistency.

Confidentiality and Record-Keeping: Confidential records of all FII and PP cases are maintained, including actions taken and outcomes. Information is shared on a need-to-know basis, prioritising the child's welfare.

Liaison with School Nurse and Local Authority: The school nurse plays a critical role in supporting students with health conditions, including FII and PP. The school liaises with the

school nurse and local authority to ensure a coordinated approach to the child's health, education, and welfare.

Review and Monitoring: The safeguarding team regularly reviews FII and PP cases to monitor the child's welfare and adjust support as necessary. Policies and practices are reviewed in light of new guidance or insights from handling such cases.

Safer Recruitment

At St George's School (STG), our approach to recruitment is governed by an unwavering commitment to the safety and well-being of every child in our care. This commitment is meticulously reflected in our adoption and implementation of the practices outlined in "Safeguarding Children and Safer Recruitment in Education" (2007), ensuring that every step of our recruitment process is aligned with the highest standards of safeguarding.

Principles of Safer Recruitment:

Rigorous Background Checks: All potential employees undergo thorough background checks, including an enhanced Disclosure and Barring Service (DBS) check, to ensure they are suitable to work with children.

Comprehensive Selection Process: Our selection process includes detailed interviews, reference checks, and, where applicable, verification of qualifications and professional status. This thorough approach helps to ensure that only those who share our commitment to child welfare are selected to join our team.

Training and Awareness: All staff involved in the recruitment process are trained in safer recruitment practices, ensuring they are equipped to identify any potential safeguarding concerns and understand the importance of making recruitment decisions that prioritise child safety.

Policy and Procedure Adherence: Our recruitment policies and procedures are regularly reviewed and updated to reflect the latest safeguarding guidelines and best practices, ensuring our recruitment process remains robust and effective.

Ongoing Support and Monitoring: Once recruited, staff members receive continuous support and training in safeguarding, alongside regular monitoring and appraisal of their performance and conduct within the school. This ensures that high standards of safeguarding and child protection are maintained.

Promoting a Safeguarding Culture: We foster a culture where safeguarding is everyone's responsibility. New recruits are inducted into this culture from the outset, ensuring they understand their role in maintaining a safe environment for all children.

Transparency and Accountability: Our recruitment process is transparent, with clear lines of accountability. Decisions regarding recruitment are made with the welfare of children as the paramount consideration, ensuring that our school remains a safe and nurturing environment for every student.

Through these principles and practices, St George's School affirms its dedication to safer recruitment, underlining our broader commitment to safeguarding the welfare of children. Our meticulous approach ensures that every member of our school community is aligned with our values and dedicated to upholding the safety, rights, and dignity of the children in our care.

We ensure that all appointments in our academy are made by a panel which comprises at least one person who has completed the 'safer recruitment' training package. The school holds a copy of everyone's certificates who have been trained within their organisation.

Our safer recruitment practices include the following:

- Ensuring that all our adverts include a statement which explains our commitment to safeguarding
- children
- Displaying our commitment to safeguarding both visually in the academy and on our website

- Ensuring that all our posts are detailed accurately through specific job descriptions and person
- specifications which state the contact that the post-holder will have with children
- Discarding any applications that are made by any applicant who submits a CV instead of the required application form
- Requesting references prior to the interview using a detailed reference request form
- Scrutinising the application form and references to identify any gaps in employment or inconsistencies in the information presented. We use this information to formulate. Candidate-specific questions that will be used during the interview.
- Checking the validity of qualifications.
- Checking the identity of the individual concerned.
- Checking the eligibility of the candidate to work in the UK.
- Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
- Collecting the information in relation to Disclosures and Barring (Disclosures and Barring Service).
- Discuss any self-declared information with the candidate in a non-prejudicial way during the interview.
- Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
- Reserve the right to dismiss a candidate if false information has been

submitted during the recruitment process or if information comes to light that the candidate failed to disclose.

In addition, we:

- We maintain a single central record for our own employees, volunteers (including adults and pupils who are on a work placement), supply staff, and governors.
- Have a clear process in line with Statutory guidance: Regulated Activity (Children)– supervision of activity with children, which is regulated activity when unsupervised. We have appropriate local arrangements in place for any visits by people in a perceived ‘position of authority’, and they are actively implemented as required.
- Ensure that all visitors to our school are met at Reception and are given a visitor pass/badge.
- Ensure that where appropriate (LA officers/contractors), visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- Any college pupil/ volunteer placements have a DBS check undertaken centrally before being deployed.
- Headteachers, leaders, and the governing body can access Safer Recruitment courses online.
- In the case of a new staff member who is awaiting clearance, a Pre-Employment Risk Assessment will be completed before the staff member commences their post.
- In the case of staff employed or working as volunteers by groups who run lettings activities, we will ensure that St George’s School safeguarding procedures are followed re SCR and DBS.

Further Information on Specific Safeguarding Issues

STG acknowledges the wide spectrum of safeguarding issues that can affect children and young people. In line with our commitment to safeguarding, we recognise the importance of accessing up-to-date guidance and support from expert and professional

organisations on specific issues. This section directs staff, parents, and carers to key resources for a deeper understanding and practical support on various safeguarding concerns.

Key Resources and Guidance Government Guidance: Broad government guidance on specific safeguarding issues can be accessed through the GOV.UK website and Blackpool Safeguarding Board. This includes, but is not limited to, advice on:

- Gangs and youth violence
- Channel and Prevent Multi-Agency Panel (PMAP) Guidance
- Child abuse linked to faith or belief
- Child sexual exploitation
- Private fostering under the Children Act 1989
- Children missing from home or care
- Drug advice for schools
- Educate Against Hate (Prevent)
- Forced marriage
- Online Safety and the CEOP Safety Centre
- Missing Children and Adults Strategy
- Female Genital Mutilation (FGM) statutory guidance
- Bullying Prevention
- Safeguarding children in whom illness is fabricated or induced

- Trafficked children
- Sharing nudes and semi-nudes
- Mental health strategy
- Online radicalisation through social media
- Keeping Children Safe In Education
- Reasonable Force
- Alternative Provisions

Child on Child Sexual Violence, Sexual Harassment and Teenage Relationship Abuse

This part of the statutory guidance is about how schools and colleges should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and or online (what to look out for, and indicators of abuse are set out in Part one of KCSIE 2022).

Sexual violence and sexual harassment can occur between two children of any

age and sex, from primary through to secondary stage and into college. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

As set out in Part One of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part One of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation at paragraphs 36–42, KCSIE 2024).
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely boys will perpetrate it.
- But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report; the feelings of the victim must be taken into account.

You should read Part Five (KCSIE 2024) alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges. It contains further detailed information on:

- what sexual violence and sexual harassment constitute, important context to be aware of, including what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves (including Teenage Relationship Abuse)
- related legal responsibilities for schools and colleges,
- Advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment
- More detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s). Responding to reports of sexual violence and sexual harassment

Part two of this guidance is clear that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst-case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or

college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practices and principles for schools and colleges to consider in their decision-making process.

Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required

Managing allegations against members of staff or volunteers

All the staff at St George's School are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. They are also informed of the purpose of the Whistleblowing Policy. If the concerns are about the Headteacher, they are aware that they report the matter to the Chair of Governors.

When an allegation has been made against a member of staff, the Headteacher will consider whether the allegation suggests that the individual 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 in a way that indicates that s/he is unsuitable to work with children

If any of the above may have happened, the Headteacher must record the concerns and contact the Local Area Designated Officer (LADO: 01253 477541 email: lado@blackpool.gov.uk) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete related forms or treat the matter internally via other policies (e.g. disciplinary/capability). For additional information about the process, we refer to <https://www.blackpoolsafeguarding.org.uk/managing-allegations> and HR.

In St George's School, we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) under section 35 of the Safeguarding and Vulnerable Groups Act (2006) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when conditions set out in the Referral Guidance provided by the DBS on [Disclosure and Barring Service - GOV.UK](#) are met.

Online Learning / E-Safety – Social Media Guidance

All the staff in our academy are aware that they have a duty to protect themselves, children and the families they serve, fellow St George's School colleagues and their employer in relation to E-Safety. BSCB Social Media guidance is provided in our E-Safety policy

All guidance online in The Pan-Lancashire Child Protection Procedures

[Blackburn with Darwen, Blackpool and Lancashire Children's Safeguarding Assurance Partnership \(CSAP\) Procedures Manual](#)

Serious Case Reviews

At St George's School we are committed to taking account of any recommendations that are made from local and national Serious Case Reviews and consequently share appropriate recommendations with relevant staff. We are aware that our academy may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead

to a serious case review preserved in the academy, and we will cooperate with the representatives from the BSCB who are undertaking the review.

The views of our children

In our academy, the views of our children are very important to us.

We make sure that our children know that our staff are always prepared to listen to them. Children are made aware that they can report any concerns through SHARP, verbally and/or through any member of staff.

They also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel at St George's School. We use the findings to inform our academy development plan, curriculum developments and specific

interventions for individual children.

The views of our staff

In our academy the views of our staff are very important to us.

We ensure that our staff know that leaders are prepared to listen to them. Staff are aware that they should report any concerns onto MY CONCERN AND VERBALLY (if urgent). It is planned that Staff also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel and how safe they feel the children are in our academy. Staff views are formulated into a risk assessment for action.

We use the findings to inform our Rapid Action Plan, curriculum developments and specific interventions for individual children.

Safeguarding Audit

BSCB recommends that all schools undertake the self-evaluation 'Section 175' self-Audit and the outcomes of such are reflected in developments/training/priority actions.

Reporting to the Governing Body

Our Governing Body oversees the Headteacher's sound maintenance of all safeguarding procedures in line with this policy and procedures. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body. Our Governing Body will advise the Headteacher of its views on specific issues that will promote safeguarding. This may, for example, be around promoting a parental understanding of the agenda. Our Governing Body does not discuss any individual cases and never requests to see Individual pupil records, although they do ask the Headteacher to explain the effectiveness of their procedures.

Safeguarding Education – Personal development through the curriculum

Safeguarding education is delivered to our pupils through a comprehensive personal development curriculum that runs throughout the year. It comprises of proactive educational delivery of many safeguarding issues that may face our young people today with the aim of educating our pupils to be aware of safeguarding issues and make correct choices as they face the future.

This section aligns our curriculum and safeguarding practice with the **updated statutory RSHE guidance (DfE, July 2025)** We adopt the expectations now and will review annually.

- Terminology: *RSE* (Relationships & Sex Education) and *RSHE* (Relationships, Sex & Health Education). *PSHE/ PSE* denotes our wider personal, social, health and economic education programme that embeds and extends RSHE.

Aims

We will: (1) equip students with accurate knowledge and language; (2) develop values of respect, equality and responsibility; (3) teach consent and the law; (4) promote physical, mental and sexual health; (5) build **digital resilience**; and (6) ensure pupils know how and when to seek help.

Curriculum design & sequencing

- **Spiral curriculum** across KS3–4 that revisits core knowledge with increasing complexity and clear progression.

- **Core strands** (mapped across years): healthy relationships and consent; respect and equality (including tackling sexual harassment, prejudice-based bullying and online abuse); sexual health and fertility; mental health and wellbeing; online life & media literacy (incl. scams, sextortion, pornography literacy, image-based abuse, deepfakes/AI harms); physical health (sleep, nutrition, substances, vaping); safety and risky situations; financial literacy and preparation for adulthood.
- **Law and rights:** teach relevant law including the Equality Act 2010 (e.g., sex, sexual orientation, gender reassignment as protected characteristics), the Sexual Offences Act, online communications offences, and safeguarding reporting routes.

Age-appropriateness & sensitive content

- Content will be **age-appropriate and evidence-based**. We will not present contested views (e.g., around gender identity) as fact; teaching will focus on the **law**, safeguarding, respect and tolerance. Where appropriate, we may address complex topics (e.g., suicide prevention signposting, incel ideology, pornography literacy, coercive control) in a way that prioritises safeguarding and is proportionate to local need.
- Materials must not sexualise pupils, stereotype, or encourage questioning of gender without context. Teachers will avoid oversimplification and present balanced, factual information.

Parental engagement & transparency

- Publish annual RSHE/PSHE overviews and unit summaries; share resources on request; offer information sessions and channels for feedback.
- Parents **cannot** withdraw from Relationships or Health Education. Parents may request withdrawal from **sex education** components (up to three terms before the pupil turns 16), except where sex education is required in the National Curriculum Science Programme of Study. The Head will discuss requests and keep records.

Teaching & staffing

- RSHE is taught by trained staff following the school's planning and QA process. All materials and **external speakers** are **vett**ed for factual accuracy,

age-appropriateness and neutrality; delivery is supervised by staff.

- Staff receive regular CPD on RSHE pedagogy, trauma-informed approaches, managing disclosures, and handling controversial issues.

Inclusion & SEND

- Lessons are accessible for all learners with reasonable adjustments (e.g., language, visuals, chunking, smaller groups, pre-teaching).
- Content reflects diverse families and experiences; we challenge stigma and prejudice and ensure routes to report concerns are clear.

Safeguarding integration

- RSHE/PSHE reinforces KCSIE themes including **child-on-child abuse**, harmful sexual behaviour, exploitation, **online safety (4 Cs: content, contact, conduct, commerce)**, attendance and help-seeking. Disclosures are handled via the DSL.
- Online safety education is linked to our filtering/monitoring and acceptable use, with parent workshops and pupil digital literacy development.

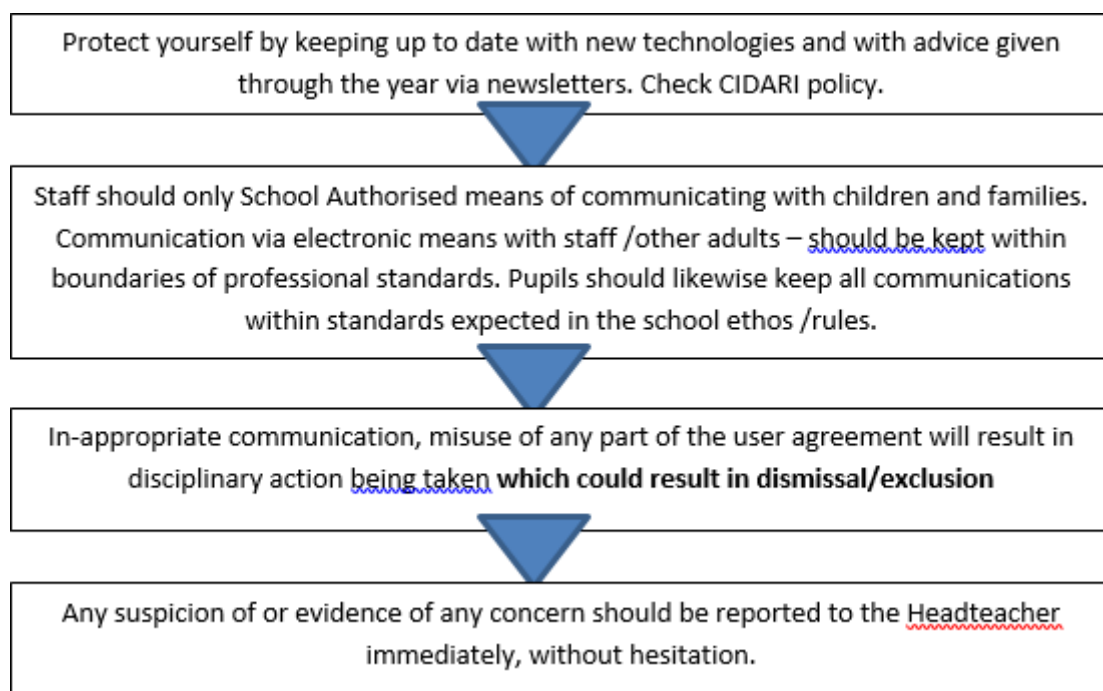
Assessment & pupil voice

- Baseline and end-unit checks, reflective tasks and scenario responses; annual pupil voice informs refinement.

Quality assurance & review

- The RSHE/PSHE Lead maps statutory content and maintains a compliance matrix; the DSL and governors review delivery, incidents and impact each term.
- Annual report to the governing body summarises curriculum coverage, incidents/trends (including online), staff training, parent engagement and improvements.

E-safety and ICT policy



Inappropriate communication and misuse of any part of the user agreement will result in disciplinary action being taken, which could result in dismissal/exclusion.

Any suspicion of any evidence of concern should be reported to the Headteacher or DSL immediately, without hesitation.

Staff should only use School Authorised means of communicating with children and families. Communication via electronic means with staff /other adults – should be kept within the boundaries of professional standards. Pupils should likewise keep all communications within standards expected in the school ethos /rules.

E-Safety encompasses internet technologies and electronic communications such as mobile telephones and wireless technology. Any members of the school community must use the school's ICT equipment in accordance with this policy. Any use that infringes on this policy will be treated very seriously by the School Governing Body. The school's E-safety policy reflects CIDARI Policy and will operate in conjunction with other policies, including those for Pupil Behaviour, Bullying, Curriculum, Data Protection and Security.

Teaching and Learning – The Importance of Internet Use in Education

- The internet is an essential element in 21st Century
- Internet use is part of the statutory curriculum and a necessary tool for staff and pupils' life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience.
- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information systems.

Using the Internet to Enhance Learning

- Internet access in school will be designed expressly for pupil use and will include filtering arrangements appropriate to the age of pupils.
- Pupils will be taught in their lessons what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

The need for pupils to learn to evaluate online content

- The school should ensure that the use of Internet-derived materials by staff and by pupils complies with copyright law.
- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the School Network Manager.

The Management of Internet Access

- The school ICT system capacity and security will be reviewed regularly.
- Virus protection will be installed and updated regularly.
- Security packages will be installed.

E-Mail

- Pupils may only use approved email accounts on the school system.
- Pupils must immediately tell a teacher if they receive an offensive email.
- Pupils must not reveal details of themselves or others, such as address or telephone number, or arrange to meet anyone in any e-mail communication without specific permission.
- Incoming emails should be treated as suspicious and attachments not be opened unless the author is known.
- Emails sent to an external organisation should be written carefully and authorised before sending in the same way as a letter written on a school-headed notepaper.
- Pupils should use the school email system for work and educational purposes only, not for personal chat or social networking.
- Staff should only use their school email account (...@cidari.co.uk) when communicating with pupils and parents.
- The forwarding of chain letters is not permitted.

Published content and the school website

- The contact details on the website should be the school address, school email and telephone number. Staff and pupil home information will not be published.
- The Headteacher or nominee will take overall editorial responsibility and ensure that content is accurate and appropriate.

Publishing pupil images and work

- Website photographs that include pupils will be selected carefully
- Pupils, full names will not be used anywhere on the school website, particularly in association with photographs. Exceptions on an individual basis agreed with parent (eg, Champion of individual sport)
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school website (via admission form)

Social networking and personal publishing

- The school will block access to social networking sites.
- Newsgroups will not be made available to pupils unless an educational requirement for their use has been demonstrated.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location. Also, the inherent dangers in Youth-produced sexual imagery.
- Staff and pupils must not place personal photos on any social network space without considering how the photo could be used now or in the future.
- Staff and Pupils should be advised on security and encouraged to set 'smart' passwords, deny access to unknown individuals and how to block unwanted communications.
- It is the responsibility of the staff and pupil not to pass on their username and password for others to use their account.

- Staff should be aware of the potential risk to their professional reputation by adding pupils, parents or friends of pupils as 'friends' on their social network site and are strongly recommended not to do so.
- Comments made on a social network site or blog that relate to the school or pupils in the school have the potential to be misinterpreted and would result in disciplinary action.

Action you must take if you discover inappropriate (threatening or malicious) material online concerning yourself or your school:

- Secure and preserve any evidence. For example, note the web address (URL) or stay with the computer – until further advice is sought, DO NOT COPY, print or screenshot.
- Staff should report immediately to a line manager or senior staff.
- Pupils should report immediately to their parents/guardians if an issue occurs at home.
- Parents should contact the uploader of the material or the Internet Service Provider/ site administrator and ask for the material to be removed.
- Network sites have the means to report unacceptable material or activity on their sites, some more readily available than others.
- Inform Headteacher/DSL

Managing Filtering and Monitoring

- The school will partner with the CIDARI MAT, DfE, and the Internet Service Provider to ensure that systems to protect pupils are reviewed, monitored, and improved.
- If staff or pupils discover unsuitable sites, they must report the URL

(address) and content to the Internet Service Provider via the School Network Manager.

- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

Managing video conferencing

- The use of video conferencing facilities in school will be for approved activities only and all such use by groups of pupils will be monitored carefully.

Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile telephones will not be used during lessons or formal school time without permission. The sending of abusive or inappropriate text messages is forbidden.
- Mobile telephones remain the responsibility of the pupil – if they are lost or stolen the school cannot accept liability.
- Staff will be issued with a school telephone for trips and visits out of school.

Protecting Personal Data

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Policy Decisions/ Authorising Internet Access

- All staff and pupils must read and sign the Responsible Internet Use statement before using any school ICT resource.
- The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
- Pupils must apply for Internet access individually by agreeing to comply with the Responsible Internet Use statement.
- Parents/carers will be asked to sign and return a consent form.
- Data must be protected and software protected. Secure passwords should be used and updated regularly – at least each term.
- Any data sent out of the school system must be password-protected/encrypted.
- The use of pen drives and other external devices is strongly discouraged; all data should be encrypted. The use of the school servers is the only safe storage. Updated 'cloud' storage advice will follow – security should not be taken for granted.

Assessing Risks

- The school will take reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor the Diocese can accept liability for the material accessed or any consequences of Internet access.
- The school will audit ICT use on a regular basis to determine

whether the E-safety policy is adequate and whether its implementation is appropriate.

Staff and the E-safety policy

- All staff will be informed of and have access to the school E-safety policy and its importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.
- Staff should understand that telephone or online communications with pupils can occasionally lead to misunderstandings or even malicious accusations. Staff must always take care to maintain a professional relationship.

Enlisting parents' support

- Parents' attention will be drawn to the school's E-safety policy in newsletters, the school brochure, and on the school website.

Non-compliance

- The school retains the right to withdraw any of the above services of the person(s) if they have been found to be abusing the services.

Responsible Internet Use: Rules for Staff and Pupils

- The computer system is owned by the school. This Responsible Internet Use statement helps to protect pupils, staff and the school by clearly stating what use of computer resources is acceptable and what is not.
- Irresponsible use may result in the loss of Internet access, which is in line with the school's behaviour policy.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- School computer and Internet use must be appropriate to the pupil's education or to staff professional activity.
- Copyright and intellectual property rights must be respected. E-mail should be written carefully and politely, particularly as messages may be forwarded or printed and be seen by unexpected readers.
- Users are responsible for emails they send and for contacts made.
- The use of social networking sites (Facebook, etc.) is not permitted on-site. Anonymous messages and chain letters are not permitted.
- The use of unauthorised chat rooms is not allowed.
- The school ICT systems may not be used for private purposes unless the Headteacher has given permission for that use.
- Use for personal financial gain, gambling, political purposes or advertising is not permitted. ICT system security must be respected; it is a criminal offence to use a computer for a purpose not permitted by the system owner.
- The school may exercise its right to monitor the use of the school's computer systems, including access to websites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system is or

may be taking place, or the system is or may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

- Legislation (2006) advises regarding the 'Taxable' use of school equipment at home (e.g., Laptops and iPads). Staff will need to declare that the personal use of school equipment at home is minimal and insignificant; personal use in school is also rare.