

## JKHS SAFEGUARDING/CHILD PROTECTION POLICY

### Introduction

In line with the “Keeping Children Safe in Education” September, 2016 document, we want all our students to feel that they work and socialise in a secure and caring environment, free from any kind of abuse or neglect. This end we will be vigilant in all areas including:

- Protect children from maltreatment.
- Prevent impairment of children’s health or development.
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care.
- Take action to enable all children to have the best outcomes.
- Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raise awareness of Child Protection issues and equip children with the skills needed to keep them safe.
- Develop and then implement procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support students who have been abused in accordance with his/her agreed child protection plan.
- Ensure that children and young people feel safe and secure at school.
- Regular updates are given to all staff via email, the school bulletin and through in-house training.
- All staff receive whole school safeguarding training every 3 years via Gloucestershire Safeguarding Children’s Board. The Designated Safeguarding Lead (DSL) and the Deputy Lead receive training every 2 years.
- Any new staff receive an immediate induction to safeguarding and a follow up on-line training course.
- Any sixth formers involved in lunchtime supervision have also been given safeguarding training by the DSL.

### Rationale

We recognise that the teachers and other adults at the school are well placed to observe young people and note any signs and symptoms that could lead to the early detection of child abuse. The mutual respect, trust and confidence that develop between staff and students can lead to students wanting to discuss abuse that is occurring at home and elsewhere. This can lead to the protection of children at risk. We will include opportunities in the PSHE curriculum in IT, during assemblies and via visiting speakers for students to develop the skills they need to recognise and stay safe from abuse.



Although we need to encourage partnership between home and school, the school acknowledges that the protection of the child is paramount. Parents and/or carers, students and staff should be aware that the school must take any reasonable action to ensure the safety of students. This could involve asking parents/carers to clarify their child is safe/fit to attend school via a GP route. There may also be occasions when outside agencies are consulted before parents and/or carers.

The school recognises the need to train all staff to be aware of the incidence, gravity, signs, symptoms, nature and categories of abuse and to deal with the disclosure of abuse. All staff members need to be aware of the school's procedures and the role of the education support service and other agencies so that the school can fulfil its responsibility and follow the procedures identified by the local safeguarding children board.

## Types of abuse and neglect

As a school we recognise 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.

- **Abuse** – a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Physical abuse** – a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately incudes, illness in a child.
- **Emotional abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may also involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in or 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 a serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical or 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.

### Specific safeguarding issues

All staff have an awareness of safeguarding issues e.g. bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, gangs and youth violence, hate, mental health, preventing radicalisation and trafficking. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

### Reporting concerns

Any member of staff who:

- has a suspicion that a student is marked or bruised in a way that is not readily attributed to ‘normal’ knocks and scrapes.
- notes behaviours or actions in a student which give rise to suspicions that the student may have suffered abuse.
- receives hints or a disclosure of any type of abuse from a student or from one of his/her friends.

Staff members have a duty to report his or her concerns at once to the Designated Safeguarding Lead (DSL) Trixie Clarke, the Deputy Safeguarding Lead (DSL) Mark Croad, or, in his or her absence, to a senior member of staff. The Designated Safeguarding Lead (DSL), provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as Children’s Social Care.

In the first instance, this should be done verbally and also in written format to the Designated Safeguarding Lead (DSL). However, as in all cases where referral to outside agencies is a possibility, accurate written records are vital. It is important that members of staff should not investigate or follow up suspicions of child abuse themselves, for instance by speaking with and/or questioning students or parents. Staff members should never promise a child that they will not tell anyone about disclosure, as this may ultimately not be in the best interests of the child.

It is the responsibility of the designated member of staff, together with the headteacher, to make an informed decision as to whether to refer the case to social services. This may be immediately following the expression of concern or after discussion with the student, his/her parents or carers, the member of staff, other staff, and other agencies as appropriate. While staff must be circumspect about using ‘hearsay’ evidence, it must not be discounted without thought. Gossip is often, but not always, untrue. Such evidence may, together with other indicators, give us warning of an abusive situation. It is an essential requirement for all members of staff to record any conversation or contact that might be useful as evidence.

It is the responsibility of the designated member of staff, together with the headteacher, to notify Children’s Social Care if there is an unexplained absence of more than two days of a student who is on the child protection register.



It is the responsibility of the designated member of staff, together with the headteacher to ensure that when a student on the child protection register leaves the school, their information is transferred to the new school immediately and the child's social worker is informed.

All records must be kept securely, separate from the main student file, and in locked locations.

The role of the Designated Safeguarding Lead (DSL) is fulfilled in line with expectations, in that he/she will:

- Refer cases of suspected abuse allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how Local Children Safeguarding Boards (LSCBs) operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure all staff members have induction training covering child protection and are able to recognise and report any concerns immediately as they arise.
- Be able to keep detailed, accurate and secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses with updates annually.
- Ensure this policy is updated and reviewed annually and work with the board of trustees regarding this.
- Ensure parents/carers see copies of this policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.

The headteacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively. All staff members receive appropriate safeguarding training which is regularly updated. Staff members receive safeguarding and child protection updates (via email, bulletins and meetings) as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively. Temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

The board of trustees remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention.

Child protection and safeguarding issues are recurrent items on every main meeting of the full Board of Trustees. In addition, the Health and Safety Committee receives a report at each meeting on any



safeguarding and child protection issues that have arisen over the past term. A named trustee keeps a watching brief on safeguarding and child protection at all times by liaising with the lead professional.

### **Staff behaviour**

The highest possible standards of behaviour are expected from staff, trustees and volunteers. In particular, staff should be on their guard against:

- Treating students as peers by adopting their mannerisms or slang.
- Giving inappropriate details to students of their personal lives.
- Seeming to favour particular students.
- Using physical contact with students that is secretive or of a nature that could be considered indecent.
- Not following school policy on searching students.
- Using emotional abuse against children by ignoring, ridiculing, humiliating, harassing, intimidating, bullying or continually singling out any child for negative attention.
- Dressing inappropriately.
- Failing to report concerns.

### **What staff do if a child is in danger or at risk of harm**

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the Designated Safeguarding Lead (DSL) the Designated Safeguarding Lead (DSL) should be informed, as soon as possible, that a referral has been made.

### **Child abuse allegations made against staff**

A Child Protection allegation made against a member of staff (including the Designated Safeguarding Lead (DSL)) is the responsibility of the headteacher and not the Designated Safeguarding Lead (DSL). All such concerns should be accurately recorded and reported to the headteacher as soon as possible. As stated earlier, the member of staff should undertake no further investigative action.

A Child Protection allegation made against the headteacher should be accurately and promptly recorded and referred on to the chair of trustees. In maintained schools, the LA, together with social services, will investigate the allegation. In academies, the matter will be referred to the trust who will if necessary obtain guidance from the DFE.

The school involves the Designated Officer (previously LADO) at the Local Authority wherever appropriate. The LADO (Local Authority Designated Officer) is: Paul Rooney – 01432 260680 or [lado@herefordshire.gcsx.gov.uk](mailto:lado@herefordshire.gcsx.gov.uk)



## What staff do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership group.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership group.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them.

The NSPCC whistleblowing helpline is available for staff to who not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8.00am to 8.00pm, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Inappropriate sexual behaviour and sexual harassment

For school staff, identifying inappropriate sexual behaviour can be a complex task. Children and adolescents are normally sexually curious and may behave inappropriately with each other – the boundary between sexual harassment and sexually abusive behaviour can be difficult to define.

Indicators of sexually abusive behaviour include:

A significant age difference (4+ years) between children involved in sexual behaviour. An adolescent who seems interested in younger children would give rise to concern.

- Sexual behaviour involving bribery, threats or force. Children without the intellectual or physical resources to resist abuse are particularly vulnerable.
- A level of sexual knowledge inconsistent with what would normally be expected.
- Sexually intrusive/aggressive behaviour – poking objects or parts of bodies into their orifices.

Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl may be an incident of inept behaviour by an immature adolescent; it may indicate that the person has the potential to become a sexual offender; it may indicate that they themselves are a victim of abuse. In all cases, it is essential that these incidents are treated seriously.

Details must be recorded accurately and passed on to the appropriate person. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they realise the seriousness of their behaviour. Parents of both children should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the parents of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.



## **Some common signs of abuse**

- Unwillingness to come to school.
- Complaining about missing possessions.
- Unexplained bruising or time repeated bruising.
- Easily distressed and frightened.
- Odd drawing and sexually explicit language.
- Damaged or incomplete work.

## **Safety on and off site**

The safety of children inside school, moving around, arriving and leaving the school site are important considerations. Arrangements for this are set out in our health and safety policy.

Risk assessments must be completed and approved before any trips away from the site are undertaken. Trip lists must also be shown to the Designated Safeguarding Lead (DSL) to ensure all children are safe to leave the school site.

Children should be offered facilities for changing that offer them the level of privacy and safety appropriate to their age.

## **Internet**

The school has procedures in place to safeguard all learners from unlawful, sexual or otherwise potentially harmful content on the internet. Reference should be made to the ICT Acceptable Use Policy, the Digital Safeguarding Policy and the Keeping Children Safe in Education – E Safety Policy.

### **How the school monitors and responds to Internet access within school**

The school has an Internet filtering policy where Internet activity for all students is monitored daily and any concerns are investigated. Where there is a clear safeguarding concern then this is dealt with under the school's Safeguarding/Child Protection Policy. Where the content is deemed not to be a safeguarding/child protection concern then this is dealt with under the school's Behaviour Policy.

Where there are safeguarding concerns involving devices (BYOD) outside the school's filtering policy, these will be dealt with in the same way as though it was.

Where there are safeguarding concerns with Internet access whether this is through the school's Internet system or the student's own device, appropriate action is taken to minimise any future issues.

- Restriction of Internet access within school where appropriate
- Informing teaching staff to more closely monitor the student's Internet access
- Restricting a student's access to their own devices within school
- Appropriate education/training for both student and parents/carers.



Regardless of whether any action is taken, a record will be kept of the incident. Internet access will be restricted for some students where appropriate. In this case they will be placed on the school's Internet Watch List and all staff will be made aware of this. This will be monitored on a regular basis but at least once every half term by the Designated Safeguarding Lead (DSL) and the E-Safety Co-ordinator.

### **How the school ensures Internet polices and Filtering is up-to-date**

The most extreme and illegal websites are automatically blocked through the school's Internet filtering provider and make use of the Internet Watch Foundation (IWF) list.

The Internet filtering categories are monitored and reviewed every term through the E-safety Committee and modified as appropriate. This committee involves the Designated Safeguarding Lead (DSL) or other appropriate member of Senior Staff, the E-Safety Co-ordinator, teaching staff, Trustees, parents and students.

### **Parents and carers**

All parents and carers should be made aware of this policy and the duties and responsibilities of the school with regard to safeguarding and child protection.

Parents must always be made to feel welcomed and encouraged to discuss any concerns they have about their child at home.

### **Early Help**

School staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges. Staff are alert to the potential need for early help for a child who:

- Is disabled/has specific additional need
- Has SEN
- Is a young carer
- Is showing signs of engaging in anti-social behaviour
- Is in a family circumstance presenting challenges for the child such as substance abuse/adult mental health, domestic violence
- Has returned home to their family from care
- Is showing early signs of abuse/neglect

Staff will discuss early help requirements with the Designated Safeguarding Lead (DSL) in the first instance.

### **SEND**

Children with special education needs or disabilities are at higher risk of harm than most children. For children with the most profound difficulties, with little or no verbal communication and a need for intimate care, their vulnerability is extremely high. At John Kyrle the Designated Safeguarding Lead (DSL) is also the SENCo.

### **Private Fostering Arrangements**

A private fostering arrangement is one that is made privately (without the involvement of the Local Authority) for the care of a child under the age of 16 (or under 18 if disabled) by someone other than a





parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Should the school become aware of any private fostering arrangements, the Designated Safeguarding Lead (DSL) has a legal duty to inform the Local Authority and will do so accordingly.

### **Children Missing from Education (CME)**

The school must inform the local authority of any pupil who fails to attend school regularly or has been absent without permission for 10+ days. A child going missing from education is a potential indicator of abuse or neglect. The school follows the procedure for unauthorised attendance and staff are alert when considering the risks of potential safeguarding concerns such as conflict zones, Female Genital Mutilation and forced marriage. Safe and well checks via the police are also instigated.

### **Abuse linked to a Belief in Spirit Possession**

Staff are made aware of potential indicators in identifying child abuse or neglect linked to a belief in spirit possession.

### **Peer on Peer Abuse**

Children are vulnerable to abuse by their peers; this can include sexting, sexual abuse and initiation behaviour. Such abuse is taken as seriously as abuse by adults and is subject to the same child protection procedures. Members of staff will not dismiss abusive behaviour as normal between young people and will not develop high thresholds before taking action. Staff members are aware of the potential uses of information technology by bullying and abusive behaviour between children. All staff members strive to create an environment that actively discourages abuse and challenges the attitudes which underline it.

In addition to safeguarding the victim, it is likely the perpetrator will have considerable needs as well as posing a significant risk of harm to other children. Staff members have a duty to report his or her concerns to the Designated Safeguarding Lead (DSL) at once.

### **Trans, Gender Variant and Intersex Students**

The school fosters an environment that is inclusive, safe and free from harassment and discrimination for all members of the school community, students and adults, regardless of sex, sexual orientation, gender identity, gender expression and/or sex characteristics.

The school promotes the learning of human diversity that is inclusive of trans, gender variant and intersex students, thus promoting social awareness, acceptance and respect.

The school ensures a climate that is physically, emotionally and intellectually safe for all students to further their successful learning environment and well-being, including that of trans, gender variant and intersex persons.

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent



or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. John Kyrle High School can play an important role in safeguarding children from forced marriage.

Staff members can contact the Forced Marriage Unit if they need advice or information.  
Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## Honour Based Violence

'Honour' based violence (HBV) is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family.

Honour based violence is a violent crime. It might be considered against people who:

- Become involved with a boyfriend/girlfriend from a different culture/religion
- Want to get out of an arranged marriage or forced marriage
- Wear clothes or take part in activities that might not be considered traditional with a particular culture.

Should anybody have any concerns regarding HBV, the police should be contacted on either 0300 333 3000 or 101.

## Child Sexual Exploitation (CSE)

Under the Keeping Children Safe in Education guidance and in line with local safeguarding training, all staff are trained in spotting signs of any child who may be/is being sexually exploited.

Staff are required to be vigilant in recognising signs of any child being/or potentially being sexually exploited. Indicators of child sexual exploitation may include:

- going missing for periods of time or regularly returning home late;
- skipping school or being disruptive in class;
- appearing with unexplained gifts or possessions that can't be accounted for;
- experiencing health problems that may indicate a sexually transmitted infection;
- having mood swings and changes in temperament;
- using drugs and/or alcohol;
- displaying inappropriate sexualised behaviour, such as over-familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone (sexting);
- signs of unexplained physical harm, such as bruising and cigarette burns.



## Female Genital Mutilation (FGM)

Under the Keeping Children Safe in Education September, 2016 guidance and in line with local safeguarding training, all staff are trained in spotting signs of any child who is at risk of female genital mutilation.

Staff are required to be vigilant in recognising signs that a child may have been subject to female genital mutilation, indicators may include:

- having difficulty walking, sitting or standing;
- spend longer than normal in the bathroom or toilet;
- have unusual behaviour after an absence from school;
- be particularly reluctant to undergo normal medical examinations;
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Some indicators of a child at immediate risk of female genital mutilation include conversations about:

- being taken 'home' to visit family;
- a special occasion to 'become a woman';
- an older female relative visiting the UK;
- asking an adult for help;
- running away from home or missing school.

All staff are aware, that from 31<sup>st</sup> October 2015 the FGM mandatory reporting duty became a legal duty within the FGM Act 2003 where regulated health and social care professionals and teachers in England and Wales are required to make a report to the police where, in the course of their professional duties, they either:

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

For the purposes of the duty, the relevant age is the girl's age at the time of the **disclosure/identification** of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Should anybody have concerns regarding FGM, or if a disclosure has been made, they must personally report to the police on either 0300 333 3000 or 101, after informing the Designated Safeguarding Lead (DSL). They must also inform the FGM helpline on 0800 028 3550.



## Radicalisation

In line with the Prevent Agenda, senior staff are trained in this area and all staff are made aware of potential radicalisation indicators through the Keeping Children Safe in Education 2016 guidance and local safeguarding training.

## The Prevent Duty

As set out in the non-statutory advice for schools and childcare providers in 'The Prevent Duty (June 2015), JKHS follows a policy (in-line with the Child Protection procedure) of reporting incidences that pertain to the potential of a student being given over to extremist views or ideologies. The school's safeguarding principles apply to keeping children safe from the risk of radicalisation

The school aims and helps to build students' resilience to radicalisation through the promotion of fundamental British Values and associated areas across the curriculum.

- The Prevent strategy within the council contact is: [ct1@herefordshire.gov.uk](mailto:ct1@herefordshire.gov.uk) – Carol Trachhonitis.
- DS Phil Colley is the Force's lead
- Chair of the panel on the council is Neville Meredith

All staff have received online training in regards to radicalisation.

## Contact Details

### ***The Designated Safeguarding Lead (DSL) for the school is:***

Mrs Trixie Clarke – 01989 760391 or [trixieclarke@jkhs.org.uk](mailto:trixieclarke@jkhs.org.uk)

### ***The Deputy Safeguarding Lead (DSL) for the school is:***

Mr Mark Croad – 01989 760386 or [markcroad@jkhs.org.uk](mailto:markcroad@jkhs.org.uk)

### ***The Prevent lead for the school is:***

Mr David Boyd – 01989 764358 or [davidboyd@jkhs.org.uk](mailto:davidboyd@jkhs.org.uk)

### ***The E-Safety Co-ordinator for the school is:***

Mr David Bell - 01989 764358 or [davidbell@jkhs.org.uk](mailto:davidbell@jkhs.org.uk)

### ***The Safeguarding / E-Safety Trustee for the school is:***

Mrs Kate Nicholls – 01989 764358 or [katenicholls@jkhs.org.uk](mailto:katenicholls@jkhs.org.uk)

### ***The LAC (looked after children) lead for the school is:***

Mrs Trixie Clarke – 01989 760391 or [trixieclarke@jkhs.org.uk](mailto:trixieclarke@jkhs.org.uk)



***The Well-being lead for the school is:***

Mrs Trixie Clarke – 01989 760391 or [trixieclarke@jkhs.org.uk](mailto:trixieclarke@jkhs.org.uk)

***The Well-being Trustee for the school is:***

Mrs Julie Markey – 01989 764358 or [juliemarkey@jkhs.org.uk](mailto:juliemarkey@jkhs.org.uk)

***The Virtual School Headteacher (looked after children) is:***

Hilary Jones – 01432 260579 or [VirtualSchool@herefordshire.gov.uk](mailto:VirtualSchool@herefordshire.gov.uk)

***The LADO (Local Authority Designated Officer) is:***

Paul Rooney – 01432 260680 or [lado@herefordshire.gcsx.gov.uk](mailto:lado@herefordshire.gcsx.gov.uk)

***Herefordshire Safeguarding Child Board: Multi-Agency Safeguarding Hub (MASH)  
(Children's Social Care)***

01432 260800 or Emergency Out of Hours – 01905 768020 or <http://hscb.herefordshire.gov.uk>

***NSPCC Helpline:***

0800 028 0285 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

***Police:***

0300 333 3000 or 101

***Mental health and Well-being for school staff***

1. John Kyrle look after staff, so that they can do their best work. Because when staff do their best work, children feel safe, supported and can achieve more.

Resources to ensure that school leaders support staff mental health and well-being:

2. **Education Support Partnership**

The Education Support Partnership are the UK's only charity dedicated to improving the health and wellbeing of the entire education workforce.

There are many stresses on those who work in education – a challenging student, stress and depression, personal financial worries and many more. The Education Support Partnership runs a free and confidential 24-hour helpline for education staff. No issue is too big or too small.

Education Support Partnership Helpline 08000 562 561

Website: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)

Other services include, email support and live chat, information and advice, and a confidential grants service to help with financial worries.



3. **Stress Test**

<http://bewellteachwell.org.uk/self-evaluation>

The Education Support Partnership website contains many resources, including an individual assessment designed to give an indication of the kinds of stress and wellbeing issues that may affect a person. The stress test is intended to help people reflect on their own experience of stress and pressure, and to find ways of improving wellbeing at work and home. There are three sections to complete and you will get an instant result for each section.

IMPORTANT - Note that this is not a clinical tool and if it indicates that there are symptoms or concerns about your physical or mental health, you should always consult with your GP.

4. At school it is important that leaders and managers maintain the balance and ensure that both pupils and staff feel supported. We recognise staff are affected by a huge range of everyday issues including family illness, stress or financial problems. Leaders would encourage staff to discuss any thoughts or worries they may have.

View the '[10 Keys to Happier Living](#)' poster from [Action for Happiness](#).

This policy will be reviewed annually with the relevant staff and agencies. The chair of trustees will be appraised of incidents.

Senior Leadership Group member:	Trixie Clarke
Link Trustee:	Kate Nicholls
Reviewed date:	Autumn 2017
Next school review:	Autumn 2018



