

Robert Bloomfield Academy

Visitor Policy (Including Code of Conduct)

Current Version	Autumn Term 2021
Minor changes made	Added children of staff to categories of visitor in section 2
Significant changes made	Incorporated the Visitor Code of Conduct into section 3 of this policy In line with BEST H+S Policy
Ratified	
Validity	2 Years
Next Review	Autumn Term 2023
Author	Colin Marshall, Senior Assistant Principal

1. Rationale

This policy seeks to ensure that staff are aware that visitors can make an important contribution to the life and work of the school and visitors themselves can benefit from contact with the pupils and staff. Bearing in mind the importance of security, visitors are welcome in Robert Bloomfield Academy

- All pupils and adults are expected to behave in a way that is respectful and courteous to all of our school community.

2. Policy

Visitors to Robert Bloomfield are required to:

- Enter and leave by the main entrance, using the school digital system
- Sign in at the main reception (appropriate lanyard will be issued*)
- Read the key safeguarding information (at reception and on digital signage)
- Wear the issued lanyard at all times.
- Sign out and return their lanyard to reception before they leave.
- Dress in a way that is appropriate for a school setting.
- Keep information relating to pupils and staff confidential.
- Pass any cause of concern to the main reception immediately – the appropriate member of staff will then be contacted to deal with the concern.
- Read the fire evacuation guidance (at reception and on digital signage)
- Read the Visitors to RBA Mobile Phone Use Guide (at reception and on digital signage)
- Respect that the site is a non-smoking and vaping site.

*Lanyard colour	Clearance
Green (with BEST printed on)	DBS cleared and working with pupils FT/PT RBA staff
Green	DBS cleared visiting staff working with an RBA pupil(s). RBA will hold a copy of the visitors safeguarding policy.
Yellow	DBS cleared visiting staff not working with pupils. RBA will hold contractors Safeguarding policy
Red	Non-DBS cleared contractors / visitors – must be accompanied by RBA staff at all times

All Red lanyard visitors will be under the supervision of a named member of staff. These visitors must not pass the main reception area unaccompanied.

Regular visitors

Regular visitors to school will be subject to the same safeguarding scrutiny as permanent members of staff. A register is held of regular visitors and their safeguarding policy is held on file. Regular visitors must sign in and out of the Academy via the main reception and wear the appropriate visitor lanyard visibly at all times. It is the responsibility of the named member of staff to liaise with Tracey Watson to ensure all visitor checks have been processed before they are allowed on the school site.

Key visitor information

- Visitors will be given appropriate fire evacuation guidance on arrival at school (at reception and on digital signage).
- Visitors will be informed of the mobile phone use – see Appendix 1.
- Information relating to pupils must remain confidential. If a visitor has a cause for concern the information must be reported immediately to the main reception. Reception staff will then ensure the safeguarding team are informed immediately.

Additional visitor information

- Visitors will also be made aware of the context of the visit preferably, in a planning meeting or discussion beforehand.
- If a member of staff is contacted by an outside agency, contractor, or individuals requesting permission to visit lessons, observe teaching, work in the school etc., permission must be obtained from a member of the SLT and the Visitor/Contractor form completed.
- Speakers at assemblies/Citizenship/lunchtime meetings, etc., need to be cleared by a member of the SLT.
- Visitors are reminded that RBA is a “no smoking and vaping site”.

All visitors on site are expected to wear their visitor’s lanyard

- Staff are expected to politely challenge anyone not wearing a recognised visitor or staff lanyard. They are then required to accompany the person to reception.
- at Reception, the person will be asked the purpose of the visit, check their identity, ask them to sign in and issue the appropriate lanyard;
- if the member of staff has any suspicion about the stranger they must inform a member of the SLT immediately, and ask the person to remain in the Reception area;
- Any breach of security on the site should be recorded on the site security log.

Categories of visitor

Parents and relatives

Keeping Children Safe in Education (2019) says that schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors such as children’s relatives or other visitors attending, for example, a sports day. In these circumstances head teachers should use their professional judgment about the need to escort or supervise visitors.

Sporting events;

- will sign in at the main reception will then be escorted to the sporting venue. For whole school sporting events such as sports day an alternative outdoor reception will be set up on the entrance to the field.

Music concerts;

- will be greeted by the designated ‘front of house’ for the event and ushered into the venue - total numbers will be taken for fire regulations

Parents’ evenings (including information evenings);

- parents will sign-in at their point of entry and will be escorted around the site by their children and/or a member of staff.

Open evenings;

- Visitors will be shown around the school by 2 pupil guides, senior staff will be on constant patrol around the site during the evening - all pupils taking part in an open evening will be supervised by RBA staff.

Children of Staff

As per BEST H+S Policy, we do not permit the children of staff to be on site unsupervised where they are not currently enrolled as a student.

It is acceptable for children to accompany their parent (member of RBA staff) into RBA if this is part of their route to and from school, i.e. in school momentarily before or after a drop off at a local school/child minder collection. In this instance, the children must remain with the staff member at all times under their supervision. Permission for this to occur on a regular basis must be sought from The Principal.

Governors

Governors will follow the same procedures as other visitors when coming in to school. If they are to have unsupervised contact with children they will require the appropriate DBS checks.

VIPs

A VIP is usually an external visitor of importance or influence who commands special treatment.

- Royalty and Royal Representatives
- Government (Members of Parliament, including government ministers and politicians)
- Diplomats and Senior Public Servants
- Chairpersons / Chief Executives Officers of major companies and organisations
- Senior Officers from Charitable Trusts
- Religious leaders, Civic and local community leaders
- Notable academics, Olympians, Authors, high profile prize winners and those with celebrity status in particular fields such as sport, music, the arts, media including celebrities and who are likely to inspire others.

Important considerations for VIP visits

An invitation to a VIP should be made in advance with sufficient time to enable appropriate planning for a safe and successful visit recognising how the visit will be hosted and importantly who will be escorting and supervising the visitor at all times.

In general terms VIPs should be treated in a very similar way to any other visitor but a degree of common sense should prevail e.g. it is unlikely that the Queen or another senior member of the Royal Family would be expected to show or wear ID. Members of their entourage though should be expected to follow normal procedures. All VIPs and any entourage should be accompanied at all times by a member of staff.

BEST staff

Bedfordshire Schools Trust staff who visit RBA and who have unsupervised contact with children will have had an appropriate DBS check conducted by their employing school. If the nature of their work requires it, their school will also have applied the requirements of the Childcare Disqualification regulations.

Staff from other agencies

If RBA have 'written notification' from an agency that their staff have a DBS 'Enhanced with barred list information' check, then it is not necessary for the visitor to produce individual evidence of their DBS check before being granted unsupervised contact with children.

Contractors

The statutory guidance says:

Schools and colleges should ensure that any contractor, or any employee of the contractor, who is to work at the school or college has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity will require an enhanced DBS certificate (including barred list information). For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including barred list information) will be required. In considering whether the contact is regular, it is irrelevant whether the contractor works on a single site or across a number of sites.

Under no circumstances should a contractor in respect of whom no checks have been obtained be allowed to work unsupervised, or engage in regulated activity. Schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances.

If a contractor working at a school or college is self-employed, the school or college should consider obtaining the DBS check, as self-employed people are not able to make an application directly to the DBS on their own account. RBA will ask the self-employed contractors to provide the names of two referees that we can contact to provide a character reference.

For building or maintenance contractors RBA will establish a formal agreement regarding access to specific areas of the building. For many building projects physical separation – fencing off of the work areas, will provide additional safeguards. Any DBS checks required will be completed before the contractor begins work in school.

Trainee teachers

The statutory guidance says: Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained. Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, schools should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

As with other visitors who have been checked by an external organisation, the school should have 'written notification' that appropriate checks have been made.

If tutors of trainee teachers do not have unsupervised contact with children they will not require a DBS check. If they do have such contact then it will be the responsibility of their institution to undertake the check and inform the school that appropriate checks have been made.

Ofsted

Ofsted provide a list of all approved additional inspectors at:

<https://www.gov.uk/search?q=additional+inspectors>

RBA will require any inspector that is not listed to provide full safeguarding clearance before the inspector can be allowed access to the school site.

3. Parent/Carer Visitor Code of Conduct

Day to day access to a school is within the control of the Principal. Parents, carers and visitors are granted 'limited licence' to visit the grounds and buildings of the school.

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognise the importance of working in partnership with parents and carers in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect.

The vast majority of the parents and carers are keen to work with us and are supportive of the school's work. If a parent or carer has concerns, we will always listen and seek to address them.

At Robert Bloomfield Academy (RBA) we are committed to:

- Listening to parents carefully and respectfully, including allocating an appropriate length of time for pre-arranged meetings
- Responding appropriately to concerns raised
- Outlining any actions that may be required
- Updating parents and carers on progress and outcomes of the concern
- Listening and responding to updates from parents and carers

At RBA we expect parents and carers to:

- Communicate their concern respectfully and accurately
- Listen to and consider the responses from the school
- Work in partnership with the school in order to reach a resolution, including supporting the RBA Behaviour Policy
- Allow time for the school to respond to concerns (2 working days)
- Acknowledge past support and intervention made by the school

Working Together Agreement

At the beginning of each academic year Parents / Carers are asked to sign the Working Together Agreement which sets out expectations of conduct for pupils, parents and carers and staff at the school. Parents and carers are asked to abide by this agreement at all times. This agreement is on page 4 of the student homework Diary.

Parents and carers should not make allegations against staff or the school or bring the school into disrepute on social media sites.

A failure to keep to the above standards is likely to limit the school's ability to respond effectively to concerns.

Parents and carers are not permitted to discipline a child who is not their own. They must seek support from a member of staff. Parents or carers who take matters into their own hands may be subject to safeguarding action being taken against them by the school or by the parent(s) of the child involved.

TYPES OF UNACCEPTABLE BEHAVIOUR

Types of behaviour that are considered serious and unacceptable and will not be tolerated:

- Shouting at members of the school staff, either in person or over the telephone
- Physically intimidating a member of staff, e.g. standing very close to her/him
- The use of aggressive hand gestures
- Threatening behaviour
- Shaking or holding a fist or finger towards another person
- Swearing
- Pushing
- Hitting, e.g. slapping, punching and kicking
- Spitting
- Racist or sexist comments
- Breaching the school's security procedures
- Aggressive and threatening phone calls or emails.
- Aggressive or threatening behaviour towards staff or their families via social media

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

Unacceptable behaviour may result in the local authority and the police being informed of the incident.

STEPS TO BE TAKEN IN THE EVENT OF UNACCEPTABLE BEHAVIOUR

1: VERBAL WARNING The Principal (or member of SLT) will speak to the person or persons perpetrating such an incident, privately. It will be put to them that such behaviour is unacceptable and an assurance will be sought that such an incident will not be repeated. It will be stressed on this occasion that repetition of such an incident will result in further more serious action being taken. If the Principal has been subject to abuse this will be done by the Chair of Governors (or another appointed governor). If any such incident occurs near to or within school holidays, weekends or out of reasonable hours, the Chair of Governors (or another appointed governor) will write to the person or persons highlighting the incident and any relevant particulars.

STEP 2: WRITTEN WARNING If a second incident occurs involving the same person or persons, the Principal will write to the adult(s) informing them once again that this conduct is unacceptable. **(See Appendix 2)**. As with Step 1, if the Principal has been subject to abuse this will be done by the Chair or Governors or another appointed governor. NB: Any incidents of violent conduct would immediately proceed to step 4. At any stage, the school may report serious incidents of abusive and threatening behaviour to the Local Authority. The school has a statutory responsibility to report any racist or discriminatory incidents to the Local Authority (See Equality Policy). Any act of actual or threatened violence will be referred to the police immediately.

STEP 3: EXCLUSION FROM SCHOOL PREMISES If such an incident recurs or if an initial incident is considered serious enough, the Chair of Governors (or other appointed governor) will enforce an exclusion from school premises. **STEP 4: REMOVAL BY POLICE** If, following a decision to exclude a person from the school premises, that person persists in entering school premises, they may be removed by the police as a trespasser under Section 547 of the Education Act 1996 and charged with an offence under the Public Order Act 1986. All parents, even if excluded from school premises, are not excluded from the rights to access to school and have a right to seek an appointment to speak to school staff about their child's educational progress.

Procedure to be followed:

If a parent/carer behaves in an unacceptable way towards a member of the school community, the Principal or appropriate senior member of staff will seek to resolve the situation through discussion and mediation and the school's complaints procedures will be followed. Where all procedures have been exhausted, or aggression or intimidation is severe/continues, or where there is an extreme act of violence, a parent or carer may be banned by the Principal from the school premises for a period of time, subject to review.

Parental Rights

Every attempt should be made to maintain normal communications with parents/carers, including giving them the opportunity to participate in elections for parent Governors, say.

Even where a parent/carer has been banned from the school premises, they retain their right to an annual consultation in relation to the educational progress of their child/ren. However, the school may determine who will be present at the meeting (e.g. a senior member of staff might accompany the class teacher) and its location (e.g. it may well be arranged off site).

After evaluating all available information, and any other relevant factors, there are several actions the Principal may wish to take. These can include:

Inviting the parent to a meeting to discuss events

This could be helpful where a planned and structured meeting has either not been held before or has previously been productive. Skilled facilitators may need to be used. A full restorative meeting may be considered, but if it is not safe to bring all the parties together at a meeting, a restorative process can still take place through the exchange of information. The safety and well-being of those attending such a meeting must be carefully considered. It is strongly recommended that members of school staff should be accompanied by at least one other colleague at any such meeting.

Consideration should be given to the seating arrangements, and care taken to ensure exits cannot be blocked by a parent who could potentially become aggressive. The main points of discussion and any agreed actions should be noted, and a follow-up letter sent to confirm the school's expectations and any agreed actions. Some parents may covertly record meetings and then seek to use the information obtained to support their case, and therefore schools should state explicitly that information obtained without permission will not be permissible.

Clarifying to the parent what is considered acceptable behaviour by the school

In some instances it may be appropriate simply to ensure the parent is clear about behaviour standards expected by the school. This could be explained at a meeting, or by letter, however any verbal explanation should be followed by a written confirmation of the discussion and the standards of behaviour outlined.

Forming strategies to manage future situations of potential conflict

It is sometimes possible to identify situations of potential conflict and to plan for these in a way that minimises potential risks. For example, where a parent persistently engages in arguments with staff in corridors at the beginning or end of the school day, the parent could be informed that any discussions with school staff must be held by prior appointment. Alternatively, the parent may be asked not to approach the class teacher, but should instead arrange to meet the Principal (or other member of the senior leadership team), who will deal with their concerns. In more serious cases a further option may be to advise the parent that in future their concerns should be dealt with by written communication. Any such arrangements should be confirmed in writing to the parent.

Withdrawing permission for the parent to enter the school site and/or buildings

In more serious cases of actual or threatened aggression/violence, or persistent abuse/intimidation, the Principal may need to consider whether it is safe for the parent to continue to come onto the school site or enter the buildings.

Cases of actual assault will be reported to the police.

Calling for police assistance

In an emergency, police assistance should be sought. In cases where a ban is in place but is ignored and the person comes onto the school site, the police should be notified immediately. (Staff will need to be aware of the ban and have agreed procedures in place should the person come onto the school site).

In situations where there is no immediate threat to staff, pupils, other members of the school community or the school's property, the Principal may still wish to make their local community police officer (e.g. neighbourhood support team, youth intervention officer) aware of the situation.

In imposing a ban the following steps will be taken:

1. The parent/carer will be informed, in writing, that she/he is banned from the premises, subject to review, and what will happen if the ban is breached, e.g. that police involvement or an injunction application may follow.
2. Where an assault has led to a ban, a statement indicating that the matter has been reported to the local authority and the police will be included.
3. The chair of governors/BEST Trust and the Local Authority will be informed of the ban
4. Where appropriate, arrangements for pupils being delivered to, and collected from the school gate will be clarified.

The length of a ban

The ban should be finite in length, as only the most serious misconduct would justify an indefinite ban. The duration needs to be sufficient to convey a clear message about the seriousness of the associated misconduct, but not so long as to be disproportionate. The aim should always be to restore "normal" relations as soon as is reasonably practicable.

Even if a ban is permanent, it should be reviewed termly, taking account of subsequently demonstrated patterns of behaviour.

What does a ban achieve?

- It confirms to a parent that the school will not tolerate misbehaviour
- Shows the school takes health and safety of its staff, visitors and pupils seriously
- It provides a key element in making it easier to use legal remedies to prevent repeated misconduct, including use of S547 of the 1996 Education Act to enable Police removal and possible prosecution of those on school premises without permission
- It may form the basis for an application for an injunction to curtail repeated instances of misbehaviour.

Legal proceedings

Where individuals persist in coming onto the school site even when permission to do so has been withdrawn, it is possible for legal proceedings to be pursued. The options include:

Prosecution under section 547 of the Education Act 1996

This requires substantial evidence to be gathered and presented by the police. Clearly it is not a quick process, and whilst in most cases the threat may prove to be a sufficient deterrent, prosecution can only be seen in the last resort as a punitive measure.

Appropriate behaviour contracts

These are voluntary agreements made between people involved in anti-social behaviour, and the agency/school concerned. They are flexible in terms of content and format, and can be an effective means of encouraging young adults, children and parents to take responsibility for unacceptable behaviour. The person named does not always agree with the contract, but it can be used as evidence at a later stage for an application for an anti-social behaviour order. Conditions can be put on the contract, e.g. not to enter school grounds.

Anti-social behaviour orders (Crime and Disorder Act 1998)

These are most likely to be used where the offender (aged over 10) has acted in a manner which causes harassment, alarm or distress, and is needed to protect others in the same area from similar behaviour. Anti-social behaviour orders (ASBOs) may be sought by the local authority or the chief officer of police. ASBOs are designed to deal with persistent bad behaviour, and the police will need to show that other options have been tried, or are unsuitable.

Restraining orders (Protection from Harassment Act 1997)

Section 2 of the Protection from Harassment Act 1997 provides for criminal or civil prosecution, for cases where someone causes alarm or distress to another person on more than two occasions. Section four provides for criminal or civil prosecution where people have been put in fear of violence on at least two occasions. In each case the sanctions include both criminal penalties (fines, imprisonment or community sentences) and a restraining order. These orders are generally quicker and easier to obtain, but are part of a criminal conviction.

Prosecution for criminal damage/assault

Prosecutions for causing deliberate damage or injury may occasionally be the most appropriate course of action. If the police are called, the option to make criminal allegations is readily available, and they may arrest suspected offenders there and then. Official allegations should only be made if there is no intention of later withdrawing the complaint. Criminal proceedings can be initiated at a later date. All possible steps should be taken to prevent the loss of evidence. In particular witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity. Whilst the emphasis will usually be on ensuring safety and security of persons and property, and therefore the injunction route is likely to be the most effective deterrent legal action, it does not necessarily guarantee against the behaviour of the more persistent offender.

Record keeping

There will be clear and detailed records of all events which must be kept up to date. Any witness statements (where appropriate) and notes of any subsequent meetings held to discuss the events should also be retained.

Notes should be signed and dated (See Appendix 3)

Any physical evidence should be bagged and labelled, and witnesses should be asked to make a record of exactly what they saw and heard at the earliest opportunity.

It is also advisable to ensure that in every case, even where a formal letter is not required, parents receive a written confirmation of the events and the Principal's response.

If the police are asked to deal with an incident as a criminal investigation, there are a number of actions that may thwart this process. Witness details should not be made known to suspected offenders or their families. Groups of witnesses or suspects should not be left together, or allowed to discuss what happened, before the police interview them. If in doubt always seek the advice of the police officer first.

Support for employees

If a member of staff is unfortunate enough to be one of the very small, minority subject to serious physical and/or verbal abuse there are a variety of sources of potential support available to them. In such circumstances the immediate and ongoing support of colleagues will be invaluable.

Dealing with abusive telephone calls

Sometimes staff may have to deal with challenging, abusive, aggressive or threatening telephone calls. It is unacceptable for any member of staff to be subjected to such abuse but staff may not know how to handle such a telephone call.

This guidance has been produced to assist staff if they are faced with such a situation. To reduce the likelihood of callers becoming abusive staff should conduct themselves in a courteous and professional manner and make every attempt to meet the needs of the caller. Staff should also have the confidence that it is acceptable to end an abusive telephone call.

Always

- Remain calm and polite
- Stay in control of the situation
- Actively listen – repeat information back to the caller to test understanding of the issue and gain their agreement
- Inform the caller they are trying to help them
- Be positive and say what you can do
- Be clear and avoid using jargon
- If necessary, apologise for an error and take action to put it right
- If you have to go and get some information, let the caller know why you are putting them on hold and do not leave them on hold for a long time. Update them as necessary
- Make notes of the conversation
- Follow the procedure below if appropriate
- Refer to the caller to the Principal, deputy etc.

Never

- Respond in the same manner as an abusive caller
- Take it personally
- Allow yourself to be bullied
- Slam the phone down.

Script for abusive telephone calls

When the caller starts to raise their voice/be abusive:

Mr/Mrs/Ms...please don't raise your voice/swear at me, I am not raising my voice/being rude to you. If you continue to raise your voice/be rude to me then I will be forced to terminate the call.

When the caller continues to raise their voice/be abusive:

Mr/Mrs/Ms..... I understand you are upset/frustrated however I am not prepared to continue to be shouted/sworn at so you can either call back when you have calmed down or if you prefer you can put your views in writing.

If, despite the two warnings above, the caller continues to raise their voice/be abusive:

Mr/Mrs/Ms... I advised you earlier during this call about raising your voice/swearing and you have continued to do this, so I am afraid I am going to have to terminate this call. **Hang up.**

Further actions:

Make a written note of the telephone call or use the incident report form and report the incident to the Principal

Abuse/bullying using cyber technology

Staff in schools may become targets of cyber abuse/bullying and, like other forms of bullying, it can have a significant impact on their health, well-being and self-confidence. Protecting staff from abuse is best done within a prevention framework, including whole school policies and appropriate practices.

Cyber abuse/bullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice based abuse, e.g. homophobic, sexist, racist or other forms of discrimination. It may involve email, virtual learning environments, chat rooms, websites, social networking sites, mobile and fixed-point phones, digital cameras, games and virtual world sites.

Abuse using cyber technology can occur at any time and incidents can intrude into the victim's private life. The audience for such messages can be very large and can be reached rapidly. The content of electronically forwarded messages is hard to control and the worry of content resurfacing can make it difficult for the victim to move on.

Kirklees Council endorses the decision of any school to operate a zero tolerance policy towards direct or indirect harassment or assault against any member of staff, volunteers and governors. This includes the use of social media and other forms of electronic communications to facilitate the act.

Cyberbullying and the law

While there is not a specific criminal offence called cyberbullying, activities can be criminal offences under a range of different laws, including:

- The Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Section 127 of the Communications Act 2003
- Public Order Act 1986
- The Defamation Acts 1952 and 1996

It is the duty of every employer to ensure, so far as reasonably practicable, the health, safety and welfare at work of all employees. Incidents that are related to employment, even those taking place outside the hours or place of work may fall under the responsibility of the employer.

Effectively tackling abuse using cyber technology

School behaviour policies and procedures should explicitly refer to and outline how the school will deal with cyber abuse/ bullying of both staff and pupils. They should include: rules on the use of equipment, software and network access provided by the school, the use of staff and pupil owned equipment and internet access routes, where they are used on school premises and within school hours, e.g. mobile phones, digital cameras and laptops acceptable behaviour including behaviour outside of school e.g. use of social networking services and other sites, with regard to harming others and bringing the school into disrepute.

Responding to incidents

Staff should never retaliate i.e. personally engage with cyberbullying incidents.

- Keep any records of abuse – texts, emails, voice mails, or instant messages. Take screen prints of messages or web pages. Record the time, date and address of the site.
- Inform the appropriate person e.g. Principal, or head of year at the earliest opportunity.
- Where the perpetrator is known to be a current pupil or co-worker, this should be dealt with through the school's own behaviour management / disciplinary procedures.
- Monitoring and confiscation must be appropriate and proportionate - parents, employees and learners should be made aware in advance of any monitoring (for example, of email or internet use) or the circumstances under which confiscation might take place.
- A designated member of the leadership team should contact the police where it appears that a law has been broken – for example, where death threats, assault, or racially motivated criminal offences are involved. Where a potential criminal offence has been identified, the school should ensure that any internal investigation does not interfere with police inquiries. School staff are of course able to report incidents directly to the police.
- If a potential criminal offence has been committed and the school is not able to identify the perpetrator, the police may issue a Regulation of Investigatory Powers Act 2000 (RIPA) request to a service provider, enabling them to disclose the data about a message or the person sending it.

The Legal officer and the Legal Services team at Kirklees Council are available to offer support and advice.

Getting offensive content taken down

Where online content is upsetting / inappropriate and the person(s) responsible for posting is known, the quickest way to get material taken down is likely to be to ensure that the person who posted it understands why the material is unacceptable and to request that they remove it.

If the person responsible has not been identified, or will not take the material down, the school will need to contact the host (i.e. the social networking site) to make a request to get the content taken down. The material posted may breach the service provider's terms and conditions of use and can then

be removed.

It is important to be clear about where the content is – for example by taking a screen capture of the material that includes the URL or web address. If you are requesting they take down material that is not illegal, be clear how it contravenes the site's terms and conditions.

In cases of actual/suspected illegal content, the school should contact the police.

4. Implementation and Review

This policy will be made known to all staff, parents/carers and governors and published on the academies websites. Copies are also available upon request from the academy office. This policy will be reviewed every two years or as required.

5. Author and Date

Author: Colin Marshall – Senior Assistant Principal

Approved by the Principal

Next review date – September 2023



VISITORS' MOBILE PHONE(S) Must not be used beyond this point



Use of Visitors' Mobile Phones on Site

Please note that mobile phones are not permitted for use within the main school. If you have to make a phone call please do so in the reception foyer (if you require privacy please ask and an office will be made available)

- Risks to child protection
- Data protection issues
- Potential for lesson disruption
- Risk of theft, loss, or damage

Roles and responsibilities

All staff (including teachers, support staff, and supply staff) are responsible for enforcing visitor mobile phone usage.

Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of a breach.

Personal mobile phones

Volunteers, contractors, visitors and anyone else otherwise engaged by the school are not permitted to make or receive calls, or send texts, while children are present. Use of personal mobile phones must be restricted to areas of the school where pupils are not present (such as the staff room or main reception).

There may be circumstances in which it's appropriate for a volunteer, visitor, contractor to have use of their phone during contact time. For instance:

- For emergency contact by their child, or their child's school
- In the case of acutely ill dependents or family members

The Principal will decide on a case-by-basis whether to allow for special arrangements.

If special arrangements are not deemed necessary, volunteers, visitors or contractors can use the school office number 01462 628800.

Parents, visitors and volunteers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school.

Appendix 2

Sample letter to be sent to violent and abusive visitors – Warning Letter (Step 2)

Dear

At Robert Bloomfield Academy , all members of staff have the right to work without fear of violence and abuse. We expect parents and other visitors to behave in a reasonable way towards members of school staff. Types of behaviour that are considered serious and unacceptable and will not be tolerated:

- * Shouting at members of the school staff, either in person or over the telephone;
- * Physically intimidating a member of staff, e.g. standing very close to her/him;
- * The use of aggressive hand gestures;
- * Threatening behaviour;
- * Shaking or holding a fist towards another person;
- * Swearing;
- * Pushing;
- * Hitting, e.g. slapping, punching and kicking;
- * Spitting;
- * Breaching the school's security procedures.

This is not an exhaustive list but seeks to provide illustrations of such behaviour.

I am writing to advise you that I have received a report about your conduct at the school on **(enter date and time)**.

(Add factual summary of the incident and of its effect on staff, pupils, and other parents.)

I must inform you that the Governing Body will not tolerate conduct of this nature on its premises and will act to protect its staff and pupils. Therefore, I am writing to advise you that an incident log has been completed and will be kept on record should further episodes of this type be reported and further action be necessary.

Yours faithfully

Sam Farmer

Principal

Cc Chair of Governors

Appendix 3

Incident report form

Relevant incidents include trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to property.

Where possible, the form should be completed before any discussion between witnesses is possible, as this might lead to allegations of collusion.

This form should be completed as fully as possible please, using a continuation sheet, if necessary. For any incident involving or witnessed by a pupil or parent/carer/visitor, a member of staff should complete the form on their behalf.

The completed form should be passed to the Principal, for appropriate action and recording.

Date of incident	
Time of incident	
Name of person reporting incident	
Date incident reported	
Member of staff recording incident	
Date incident recorded	
Name(s) of person(s) causing incident (where name(s) is/are unknown, provide other details of which may allow their identification)	
Status(es) (parents/carers/visitors/trespassers)	
Full description of incident (e.g. names of persons involved; location; nature of any injuries; attendance of emergency services) Use additional paper where necessary	
Witnesses to the incident:	