

<b>Aldryngton Primary School</b>				
<b>Policy</b>	<b>S1</b>	<b>Safeguarding, Child Protection and Promoting the Welfare of Children</b>		
Approved	Sept 2021	Signed		
Website	Yes	Chair: Curriculum and Safeguarding Committee		
Review	Annual	Next review	Sept 2022	

Aldryngton Primary School recognises its responsibilities for safeguarding children and protecting them from harm. The policy determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions we take are to prevent harm; to promote well-being; to create safe environments; to educate on rights, respect and responsibilities and to respond to specific issues and vulnerabilities. As such, this policy links with other policies which promote safety for our staff and our pupils. It draws significantly on Keeping Children Safe in Education, 2021 (KCSIE, 2021) as well as local and national safeguarding guidance.

This Safeguarding Policy will be reviewed by the Safeguarding and Curriculum Committee of the Governing Body annually as a minimum.

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>	<b>Date Training Undertaken</b>
Designated Governor for Safeguarding	Ann Mckie	01189265843	November 2020
The Senior Designated Safeguarding Lead (SDSL)	Mark Wieder	01189265843	January 2020
The Deputy Designated Safeguarding Leads	Caroline Fenning Emma Dunn Julie Culham Vanessa Nowell Hannah Slade	01189265843	September 2021 June 2020 June 2020 June 2020 June 2020
LA Safeguarding Contact/LADO ( Local Area Designated Officer)	Email; <a href="mailto:LADO@wokingham.gov.uk">LADO@wokingham.gov.uk</a>	0118 974 6141	
Referral and Assessment Team – WBC Children’s Social Care	Email: <a href="mailto:R&amp;ATeam@wokingham.gov.uk">R&amp;ATeam@wokingham.gov.uk</a>	0118 908 8002	
Berkshire West Safeguarding Children Partnership (BWSCP)	<a href="https://www.berkshirewestccg.nhs.uk/MASA">https://www.berkshirewestccg.nhs.uk/MASA</a>	0118 950 3094	
ARC Information and Counselling Service	35 Reading Road Wokingham Berkshire RG41 1EG	<a href="http://www.arcweb.org.uk">www.arcweb.org.uk</a>	
Anti-terrorist hotline		0800 789 321	
NSPCC	<a href="https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/">https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/</a>	0808 800 5000	

All parents/carers are made aware of the school’s responsibilities regarding safeguarding procedures through publication of the school’s safeguarding policy on the school’s website. Reference will be made to it in the school prospectus and home school agreement and a copy can be obtained from the school office.

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## **1.0 Introduction**

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

### **What is the difference between Safeguarding and Child Protection?**

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

The school follows local and national guidance in respect of Child Protection and all staff have an awareness of the local procedures and thresholds for referral. The Designated Safeguarding Lead (DSL) and deputies have a good knowledge of these and are largely responsible for making referrals, although all staff are equally responsible for Child Protection and can make a referral independently.

## **1.1 School Commitment**

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with other agencies. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children. We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.

This policy reflects the policies of the Berkshire West Safeguarding Children Partnership (BWSCP), which is responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to—

- (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
- (ii) training of persons who work with children or in services affecting the safety and welfare of children;
- (iii) recruitment and supervision of persons who work with children;
- (iv) investigation of allegations concerning persons who work with children;
- (v) safety and welfare of children who are privately fostered;
- (vi) co-operation with neighbouring children's services authorities and their partners;
- (vii) to recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and therefore the Governing Body will ensure the safeguarding

policy reflects the fact that these additional barriers can exist when recognising abuse and neglect in this group of children.

- see page 1 for contact details.

The school will also contribute through the curriculum by developing children's understanding and awareness and promoting their resilience by providing a safe and secure environment within schools.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2011, HM Guidance;
- Working Together to Safeguard Children, 2018- follow link
- The Statutory Framework for the Early Years Foundation Stage
- Keeping Children Safe in Education 2021 – follow link

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

These duties are listed below:

## 1.2 Duties

To provide a safe environment the Governing Body, Head Teacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Designated Safeguarding Lead and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however surprising these may be;
- Cultivate an ethos within the school community where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention of the Head Teacher as the Designated Safeguarding Lead, their deputy or the Designated Safeguarding Governor and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Ensure all adults working with children are aware of the role of the Berkshire West Safeguarding Children Partnership (BWSCP),
- Include opportunities in the Personal, Social and Health Education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers

- see below:

*Keeping Children Safe in Education 2021 part 4- Allegations of abuse made against teachers and other staff. (also set out within the Local Interagency Procedures)*

- Put in place and promote robust anti-bullying, including cyber bullying, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti-social behaviour/gang activity and violence/knife crime in the community.
- Governors should ensure that safeguarding is taught as part of a broad and balanced curriculum

## **2 School Responsibilities**

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children at all times including off-site visits, school activities;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Designated and Deputy Designated Safeguarding Officers are in school.
- Providing PSHE including raising awareness with children in what are and are not acceptable behaviours.
- Applying specific protocols and procedures related to the CV19 pandemic

### **Safeguarding and remote education**

- Remote education is a new experience for both staff and pupils, but safeguarding requirements extend to learning off site.
- Online education follows the same principles set out in the school's behaviour policy
- The school provides information to parents regarding keeping safe online within its remote learning policy
- The school is mindful and proactive in reducing the risk to its remote learners
- The remote learning policy provides means by which safeguarding concerns can be raised
- Online learning is monitored by staff and action taken should safeguarding issues arise, such as online bullying.
- Staff are required to work in line with the school's code of conduct, as is the case when working on site.
- The school has chosen to make use of limited live sessions, using MS Teams following a risk versus gain analysis. It has put in safeguarding protocols to underpin and support this decision which will be reviewed during and after each remote learning period.

PSHE input as outlined in the school's RSE policy will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being
- Developing effective ways of resisting pressure;

- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;
- Emphasising their personal safety and highlighting the risks of running away.

## **2.1 The roles and responsibilities of the Senior Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads**

### Designated Safeguarding Lead

Mr Mark Wieder - Headteacher

### Deputy Designated Safeguarding Leads

Mrs Caroline Fenning - Deputy Headteacher

Mrs Emma Dunn – Upper School Team Leader

Mrs Julie Culham – Middle School Team Leader

Miss Vanessa Nowell - Lower School Team Leader

Miss Hannah Slade - EYFS Leader

The Deputies will provide additional support to ensure the responsibilities for Safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Senior Designated Safeguarding Lead in dealing with referrals, attending Case Conferences and supporting the child/children and their families.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Safeguarding Lead will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.

During the Spring term 2021, Aldryngton moved to using CPOMS to report concerns. This will replace the previous paper based reporting system. All staff have been issued with log ins that they are expected to use to log any concerns.

Paper copies of alert forms, on which to record concerns about a child, are available in the event of an IT breakdown or a temporary member of staff (e.g. supply teacher) or volunteer needing to note a concern. These are available from the staffroom, main office and the Headteacher's office.

Multi-agency referrals forms, for use in circumstances when social services involvement is sought, are located on the school system:

**Staff share: Inclusion manager: Wokingham forms: MARF: Sept 2020 onwards**

The form can also be found on the following link:

<https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/wokingham/concerned-about-a-child-in-wokingham>

**The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads are responsible for the following:**

## **2.2 Referrals**

- Referring cases of suspected abuse or allegations to the relevant investigating agencies; Concerns about a child not involving allegations of abuse by a member of staff should be referred to the WBC Referral and Assessment Team at WBC Social Care – see page 1 for contact details.
- The Deputy Designated Safeguarding Leads are not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the LA Local Authority Designated Officer (LADO).
- Acting as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies;
- The Designated Safeguarding Lead will ensure there is always cover for this role.

- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and supports multi agency plans for those children;

### **2.3 Raising Awareness**

- Working with the governing body to ensure that the school's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict later, parents are aware that referrals may be made and of the role of the school ;
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the Senior Designated Safeguarding Lead at the new school;
- Making sure that the Child Protection File is transferred separately from the main pupil file; It should be posted recorded delivery to the Senior Designated Safeguarding Lead at the new school, unless the child is leaving to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance. CP records of pupils transferring to local secondary schools will be taken in person to the new setting and signed for.
- Where the new school is not known, alerting the Education Welfare Officer at Wokingham Borough council (WBC) so that the child's name can be included on the data base for missing pupils;
- Cascading safeguarding advice and guidance issued by the Berkshire West Safeguarding Children Partnership (BWSCP) <https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp>

### **2.4 Training**

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads will complete training to carry out their roles which will need to be refreshed every 2 years in order to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of:
- The Berkshire West Safeguarding Children Partnership (BWSCP),
- How to make a referral to Wokingham Borough Council Referral and Assessment Team and what to include;
- How a child protection case conference is conducted, how to provide a report and be able to attend and contribute effectively to these when required to do so;
- Be able to keep detailed, accurate and secure written records of referrals/concerns.

The Designated and Deputy Designated Safeguarding Leads will ensure staff receive appropriate Safeguarding training, if necessary from an external provider. Safeguarding is a regular agenda item on staff meeting agendas to ensure that up to date information is shared and discussed. On line training is also used to further enhance knowledge and understanding of all aspects of safeguarding.

All staff will be expected to undergo induction training on Safeguarding and refresher training every 2 years, to enable them to fulfil their safeguarding responsibilities effectively:

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive basic safeguarding information ("What to do if you're worried a child is being abused" document):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

and a copy of part 1 and Annex B- Keeping Children safe in Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)

- induction training will ensure that staff
  - have an overview of the organisation
  - understand its purpose, values, services and structure
  - are able to recognise/identify signs of abuse which may include:
    - significant changes in children's behaviour;
    - deterioration in children's general well-being;
    - unexplained bruising, marks or signs of possible abuse or neglect;
    - children's comments which give cause for concern;
    - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
    - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
  - know that they must report any concerns immediately they arise
  - understand confidentiality issues.

### **3 Roles and Responsibilities of the Head Teacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Senior and Deputy Designated Persons and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally and other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are investigated and referred to the LA Local Authority Designated Officer (LADO) if appropriate.

### **4 Roles and Responsibilities of the Governing Body**

The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor **Ann Mckie** will undertake initial half a day Safeguarding training and refresher training every 3 years. Ideally, all governors will undertake the half day Safeguarding training or appropriate e-learning training. All Governors will undertake an enhanced DBS check.

Allegations of abuse made against the Head Teacher are reported to the Chair or Vice Chair of Governors, and referred to the LA Local Area Designated Officer (LADO).

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;

- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor is able to confide in and be supported by the Chair of Governors;
- The Headteacher, and all staff who work with children, will undertake a level one Safeguarding training course as a minimum and a refresher course every two years;
- The Senior and Deputy Designated Persons are trained and attend a one day refresher course every two years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

## 5 Identifying Concerns

All members of staff, volunteers and governors must know how to identify and respond to safeguarding or child protection concerns whether they are the result of a direct disclosure or not.

Where a child discloses abuse, they must be familiar with procedures to be followed as below:

If a child chooses to tell someone in school about alleged abuse, that person will support the child as follows:

- Establish the key facts in language that the child understands, using the child's words;
- Clarify that no promises will be made to the child e.g. to keep secrets and inform the child that this information will now have to be passed on;
- Stay calm and be available to listen with the utmost care to what the child is saying;
- Question normally, without pressurising, using only open questions. **Leading questions should be avoided. Particularly if it is believed a crime may have been committed any questioning should be limited to establishing whether immediate protection is required and the next course of action to be taken.**
- Avoid putting words into the child's mouth but note the main points carefully;
- Re-assure the child that they were right to inform you;
- Write a full record – signed, dated, timed - of what the child did, said etc.;
- Immediately inform the Senior or Deputy Designated Person unless the disclosure has been made to them, following agreed procedures and referrals as appropriate.

All staff at the school are aware and receive training about abuse, neglect and safeguarding issues, is regularly updated in line with current KCSIE guidance.

## 6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil. Where there is a Child Protection concern it will be passed immediately to the Senior Designated Safeguarding Lead.

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child, would place them at further risk or where it is believed a crime may have been committed

The Head Teacher or Senior or Deputy Designated Safeguarding Lead will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

## **7 Records and Monitoring**

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records should be completed by the person who spoke to the child or raised the concern. In the event of a paper form being used it will be signed, dated and where appropriate witnessed. In the event of a paper form being used, the DSL or one of the DDSLs will ensure that it is scanned into CPOMS within 24 hours of receiving the paper form.

Hard copies of records or reports relating to Child Protection concerns will be stored in CPOMS. Historic records that pre-date January 2021 are kept in a separate, confidential file, securely stored away from the main pupil file. The main pupil file will have a red C in the top right hand corner to denote the existence of a separate file. Electronic records are maintained by the DSL with the DDSLs assisting.

The school will keep written records of concerns about children, even where there is no need to refer the matter immediately. These records will be kept within CPOMS and the separate confidential file for concerns that pre-date January 2021.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Social Care or the Local Area Designated Officer, whenever necessary.

If the child moves to another setting the Child Protection file is either hand-delivered and signed for or sent, by registered post immediately to the Designated Safeguarding Lead at the new setting, making sure that the Child Protection file is transferred separately from the main pupil file. There must be liaison between the two Designated Safeguarding Leads in order to ensure a smooth and safe transition for the child.

Where the new school is not known the Educational Welfare Officer at WBC should be informed so that the child can be included on the data base for missing pupils.

## APPENDIX A

### What a school is required to look out for

#### Recognising Signs of Abuse

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

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

#### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

- In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Children with special educational needs (SEN) and disabilities may face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

**Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

- There are grounds for concern if:
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

**Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

**Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, sexting, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience;
  - Knowledge of society’s standards for what is being proposed;
  - Awareness of potential consequences and alternatives;
  - Assumption that agreements or disagreements will be respected equally;
  - Voluntary decision;
  - Mental competence.

**Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further advice is available from the Referral and Assessment Team.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause. Failure of child to grow within normal expected pattern, with accompanying weight loss

- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## **APPENDIX B – Keeping safe systems**

### **Opportunities to teach safeguarding**

The Governing body is committed to ensuring that children are taught about safeguarding, including online safety. The school delivers this information to pupils through the curriculum: Sex and Relationship education, PSHE, computing and through discussion in the classroom, especially as a response to items in the media or a response to a perceived need within school (discussion about online safety aspects of a new online game that the children are playing, for example).

### **Safer recruitment**

In order to ensure that children are protected whilst at this school, we will ensure that staff and volunteers are carefully selected, screened, trained and supervised.

The school records all pre-appointment checks in the single central record including all teachers, support staff and supply teachers. Volunteer and governor checks are also included in this document.

We accept that it is our responsibility to follow the guidance set out in Keeping Children Safe in Education 2021. The link below will direct you to the WBC model Recruitment policies which are aligned to current government guidance:

<https://wsh.wokingham.gov.uk/leadership/policies/recruitment-policy/>

### **Volunteers**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

### **Conduct of Staff**

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Refer to the School's Staff Code of Conduct - a hard copy is kept in the school office.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the expectations, inherent risks and possible consequences in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts from, children and parents;
- Contacting children through private telephones (including texting), e-mail, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

The school applies systems as laid out in its policy, managing allegations against staff which covers instances where it is alleged that a member of staff, including those not directly employed by the school such as supply teachers, or volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against the Head Teacher are reported to the Chair or Vice Chair of Governors, and referred to the LA Local Authority Designated Officer (LADO) - see page 1 for contact details.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Berkshire West Safeguarding Children Partnership (BWSCP) procedures, this will be viewed as misconduct, and appropriate action will be taken.

### **Supporting staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Designated Safeguarding Lead or Head Teacher and to seek further support, if necessary.

The Senior and Deputy Designated Safeguarding Lead and the Head teacher can seek personal support through ARC *counselling services-see page 1 for contact details*, or other appropriate counselling services.

Staff will have access to The Guidance for Safer Working Practices for Adults who work with Children and Young People

<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-settings/>

This provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

### **Before and After School Activities and Contracted Services**

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

### **Supporting children**

We recognise that the school plays a significant part in the prevention of harm to our children by providing good lines of communication with trusted adults, supportive friends and an ethos of protection. We recognise that children who are abused or witness violence may feel helplessness, humiliation and some sense of blame and that their behaviour may be challenging or defiant, or they may be withdrawn. We appreciate that school may be the only stable, secure and predictable element in the lives of children at risk.

We will endeavour to support our pupils through:

- Working to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;

- Ensuring that all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty;
- 1:1 nurture work with trained teaching assistants and the opportunity to talk to an adult of their choice at any time;
- Regular consultation with children e.g. through questionnaires, participation in anti-bullying assemblies and class discussions;
- Including safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel; Liaison with other agencies that support the pupil, such as Social Services, Foundry College and Education Psychology Service;
- Ensuring all staff are aware of school guidance for their use of technology and have discussed safeguarding issues around the use of various technologies and their associated risks.
- Implementation of the school Physical Intervention Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

## **APPENDIX C – Further safeguarding information**

### **Background information**

#### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guide at <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> explains each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

#### **Children Missing from Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures (KCSIE, 2021).

#### **Children with Family Members in Prison**

Children with family members in prison Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children (KCSIE, 2021).

#### **Child Criminal Exploitation (CCE) and County Lines**

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

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources (KCSIE,2021)

All staff are made aware of key indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions are also another indicator that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. (KCSIE 2021)

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

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post images on the internet/mobile phones without immediate payment or gain. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterized by the child's or young person's limited availability of choice, as a result of their social, economic or emotional vulnerability.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation.

If a member of staff is concerned that a pupil is the subject of CSE then this should be reported to the Headteacher or Deputy Designated Officer.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy, exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;
- police involvement, police records;
- involved in gangs, gang fights, gang membership;
- injuries from physical assault, physical restraint, sexual assault.

### **Child trafficking**

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

Staff are made aware of the risks of child trafficking through this policy, training and general levels of vigilance in line with safeguarding protocols in place which ultimately require staff to share concerns with line managers and named safeguarding staff / governors.

Further information is available at

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>

### **Domestic Abuse**

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involvement beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

If a member of staff is concerned that a pupil is the subject of or witness to domestic abuse then this should be reported to the Headteacher or Deputy Designated Officer.

### **How does it affect children?**

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

### **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

### **Operation Encompass**

Thames Valley Police operates this partnership system. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in

to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm (KCSIE, 2021).

### **So called Honour based violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If in any doubt, staff will speak to the designated safeguarding lead.

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

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education's procedural information for full details:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

If a teacher is informed by a pupil that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made by the close of the next working day.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

### **What is FGM?**

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage;
- Preserves a girl's virginity;

- Part of being a woman / rite of passage;
- Upholds family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean / hygienic;
- Is cosmetically desirable;
- Mistakenly believed to make childbirth easier.

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening are:**

- Child talking about getting ready for a special ceremony;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going abroad to be 'cut' or to prepare for marriage.

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

### **Preventing Radicalisation and Extremism**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Both pupils and teachers have the right to speak freely and voice their

opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and seeks to protect children against the messages of all violent extremism.

### **Response**

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Headteacher or to the Deputy Designated Safeguarding Officer who will follow safeguarding procedures in the Prevent Policy. If the matter is urgent then Thames Valley Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then contact should be via 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

### **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

Extremism is defined by the Government in the Prevent Strategy as:

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

Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

1. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

2. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales#a-status-and-scope-of-the-duty>

### **Peer on peer / child on child abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

With regards to peer on peer sexual abuse, we are aware of the outcomes of Ofsted's 2021 rapid review, and understand the importance of adopting an attitude of 'it is happening here' amongst our leaders and staff, regardless of whether there have been any specific reports from our pupils, in order to promote and embed a culture of constant awareness and vigilance. Part Five of Keeping Children Safe in Education (2021), Child On Child Sexual Violence and Sexual Harassment, will be made available for all staff, and they will receive training to recognise and respond to any incidents or reports of incidents.

Any report of peer on peer abuse will be swiftly investigated, recorded and responded to in line with the school's behaviour and anti-bullying policies, and, in the case of sexual abuse, in line with Part Five of Keeping Children Safe in Education (2021) Where appropriate, this may include sanctions, separation or change of class, exclusion, referral to Early Help, Social Care and/or Police. Victim/s will be reassured, and both victim/s and perpetrator/s will receive appropriate support and guidance to safeguard and protect them and to ensure that their wellbeing is being promoted.

We will use our curriculum to minimise the risk of peer on peer abuse taking place in our school. This will help pupils understand, age-appropriately, what abuse is, and what the school's policy and expectations are of their behaviour and conduct to each other, reassuring them that any concerns they have will be taken seriously and encouraging them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable or unsafe.

### **Sexual violence and sexual harassment between children in school**

The school is aware that even in the case of younger children there can be incidents of sexual violence and sexual harassment between children. The school initial response in such cases is to reassure victims that they are being taken seriously and that they will be supported and kept safe. The usual safeguarding practice will be implemented in all such allegations (see section 5 above). If the report contains an online element, the school will follow UKCIS sexting advice as per Keeping Children Safe in Education, 2021.

Found at <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

In cases of reported sexual violence, the DSL or deputies will make an immediate risk and needs assessment, the need for which will be considered on a case by case basis. Risk and needs assessments will consider the needs of all parties: victim, perpetrator and other children and staff at the school and will be stored and reviewed appropriately. The school will immediately refer such cases to Wokingham Children's Services for their assessment. The DSL and deputies will act in accordance with the KCSIE 2021 guidance in relation to actions following a report of sexual violence and/ or sexual harassment. The welfare and safety of all children concerned will remain paramount in the handling of such cases.

### **Upskirting**

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. The school has a no-mobile phone policy, any Year 6 needing one must hand it in to the school office staff each day for safekeeping.

### **Children with special educational needs and disabilities**

The school recognises that children with additional needs can be more vulnerable to abuse and neglect than their peers. It understands that the child's additional need can be an additional barrier to recognising the signs of abuse and neglect. To address this potential safeguarding issue, all staff, through training and regular pupil review, are vigilant to indicators such as behaviour, mood, injury, isolation, bullying and know to alert these concerns to the DSL and Deputy DSL. The school has well established programs of nurture in place to support all pupils with welfare or pastoral concerns and vulnerable pupils are well represented in these 1:1 or group sessions.

### **Mental Health**

We recognise that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect and, equally, that having experienced abuse or neglect can significantly impact on a child's mental health. In their role of seeing pupils day to day, our staff are well placed to observe their behaviours and to identify any concerns relating to a pupil's mental health. Where a staff member has a concern about a pupil's mental health that also reflects a safeguarding concern, this will be reported and responded to in line with the reporting guidelines on CPOMS. The Designated Safeguarding Lead or their Deputy, or a suitable alternative staff member, i.e. SEN Leader, will be a proactive instigator and/or contributor to any assessment of a pupil's mental health, and will work in collaboration with other agencies, as required, to best meet the pupil's needs.

### **Looked After Children**

The school are aware of the vulnerabilities of looked after children and previously looked after children and the appropriate staff are vigilant to the potential needs of these children and their parents and carers. The academic progress and social and emotional well-being of these pupils is carefully tracked and the proper levels of support are put in place by the school if required. The appropriate members of staff within the school have the information they need in relation to a child's looked after legal status as well as the

information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him or her.

### **Online safety**

The school uses online materials in all areas of the curriculum and staff are aware of the need to safeguard all pupils from potentially harmful and inappropriate online material. Filters and monitoring systems are in place and are regularly reviewed and updated. All hardware used in school has the appropriate safeguards installed to ensure that pupils, or adults, cannot access the school's online data, photographic materials and confidential information without the appropriate passwords and security information.

### **Images of Children and Young People**

The use of digital images in schools is a complex area and it is recommended that schools have a detailed policy and guidelines that set out what is acceptable in their setting. The text below is a brief summary of the key points extracted from the Wokingham Borough Council Children's Services 'All in One E-Safety Guidelines', available at this link: <http://wsh.wokingham.gov.uk/learning-and-teaching/ict-e-safety/e-safety/>

- **School Policy** – The school has a clear and sufficiently detailed policy which covers the taking and use of digital images and video of pupils and takes steps to ensure that it is understood and enforced. Particular care will be taken when images of pupils may pass beyond the direct control of the school and into the public domain, e.g. on the school website, social networking. Guidance will include reference to the storage and deletion of images of pupils, including the policy on the use of devices with a facility to store or transfer data to other locations (e.g. 'cloud' storage) to ensure the school is in line with ICO (Information Commission's Office) guidance.
- **Acceptable Use Agreements** – Staff and pupils sign ICT Acceptable Use Agreements. For staff this includes a section on the use of digital images and clarification about the position regarding the use of personal mobile phones/cameras for taking pictures. Where volunteers are supporting school staff, they should abide by the same rules as school staff as far as is reasonable.
- **Parental Permission** – The school will ensure that appropriate written permissions are obtained before any photographs or videos are used. Where parental permission has not been obtained, or it is known that a pupil should not be photographed or filmed, every reasonable effort should be made to ensure that a pupil's image is not recorded.
- **Parents taking photographs or video** – Where the school chooses to allow the recording of images at events it will be made clear that images may only be recorded for personal use and can only be shared with immediate family and friends. Images must not be shared on social networking sites or other websites that are accessible by the general public.
- **Events/Activities involving multiple schools** – When taking part in events organised by other schools or organisations, the schools involved will consider what image guidelines should apply. For larger events it is reasonable to expect that specific image guidelines should be in place. Consideration should be given as to how those attending the event will be informed of the image guidelines that apply. Although the school will make reasonable efforts to safeguard the digital images of pupils, parents should be made aware that at some types of event it is not always realistic to strictly enforce image guidelines. The school cannot therefore be held accountable for the use of images taken by parents or members of the public at events.

### **Fabricated or induced illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

FII is also known as 'Munchausen's syndrome by proxy' (not to be confused with Munchausen's syndrome, where a person pretends to be ill or causes illness or injury to themselves).

Signs of fabricated or induced illness

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This ranges from extreme neglect (failing to seek medical care) to induced illness.

Behaviours in FII include a mother or other carer who:

- persuades healthcare professionals that their child is ill when they're perfectly healthy
- exaggerates or lies about their child's symptoms
- manipulates test results to suggest the presence of illness – for example, by putting glucose in urine samples to suggest the child has diabetes
- deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary medication or other substances

Further information can be found:

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

## Appendix D

### Summary/ Key Points

Staff and volunteers in charge of children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located in the staffroom and on the school's web-site. On request you will be provided with a printed copy.

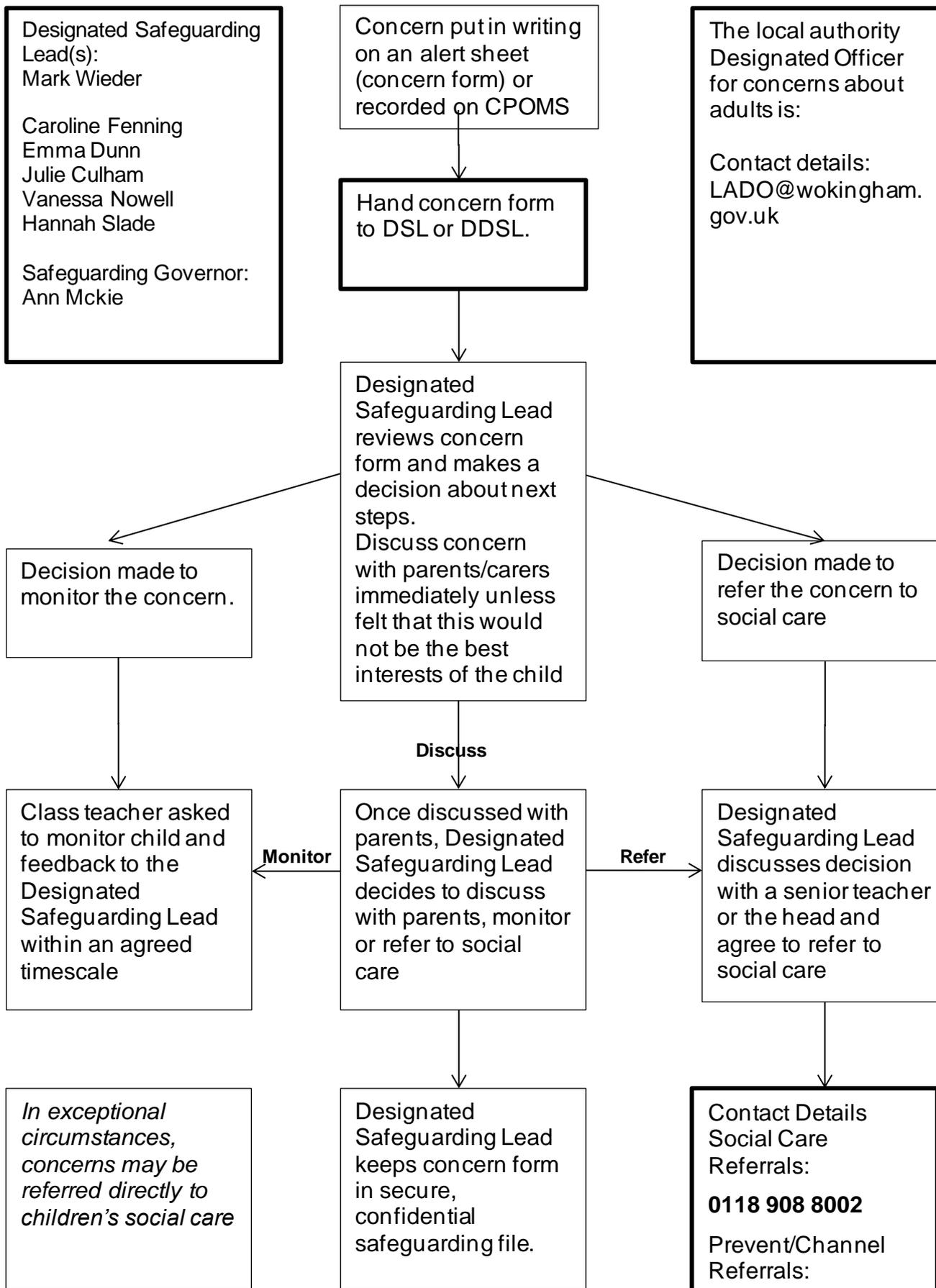
In addition, the following key points give you a guide on what to do and not to do.

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking. These may help later if you have to remember exactly what was said. Keep your original notes, however rough and even if you wrote on the back of something else. It's what you wrote at the time that may be important later, not a tidier and improved version you wrote up afterwards! If you don't have the means to write at the time, make notes of what was said or observed as soon as possible afterwards.
3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.
4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"
5. Immediately tell the senior designated safeguarding lead, currently this is the Head Teacher, unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you about the Head Teacher, you should report your concerns to the Chair of Governors.
6. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Area Designated Officer (LADO) or the Referral and Assessment team, WBC Social Care and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings.

It is your duty to refer concerns on, not investigate.

7. As soon as possible (and certainly the same day) the senior designated safeguarding lead or the Chair of Governors where the allegation is against the Head Teacher, should refer the matter to the LADO or the Referral and Assessment Team WBC Social Care (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.
8. Never think abuse is impossible in your organisation or that an accusation against someone you know well and trust is bound to be wrong.
  - a. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child.

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



**DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF**

***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:***

**Receive** - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

**Reassure** - 'You've done the right thing by coming to me', reassure child that you have listened and hear what they are saying; don't promise what can't be delivered

**Respond** - Tell what you are going to do and do it. Ensure child is ok before leaving

**Report** - As soon as possible, to the Designated Senior Lead (DSL) in school

**Record** - Vital – facts, no opinions – When? Where? Who? What?

**Review** – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

*Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*

### **Managing allegations against an adult**

Keeping Children Safe in Education (2021) defines an allegation of abuse against an adult in a school as any case in which it is alleged that an adult (including employed staff, supply staff and volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

This policy is designed to work in full accordance with the statutory guidelines set out within Part Four, Keeping Children Safe in Education (2021), as well as with local guidelines issued by Wokingham Local Authority), both of which describe the expected process for managing allegations in detail. Headteachers, members of the Senior Leadership Team and the Chair of Governors will familiarise themselves with both of these documents; however, key principles are summarised below.

### **Staff awareness**

All staff and volunteers (including Governors) will be issued with our Staff Code of Conduct, and with this policy, which are intended not only to support them in adopting safe practice in their work with children but also to advise on how to report any concerns about the conduct of a colleague or any practice in our school which they feel is unsafe for our pupils. Staff will also be issued with a copy of our whistleblowing policy; this refers more to concerns of a non- safeguarding nature, but its principles support those of this policy. Additionally, all staff and volunteers are signposted to the Ofsted Whistleblower Helpline, 0300 123 3155, and to the NSPCC Whistleblowing Advice helpline, 0800 028 0285. Visitors to the school, including contractor and agency staff, will be provided with relevant information in line with the Visitors' policy.

### **Low level concerns**

We recognise that, at times, a concern about an adult's conduct towards pupils may not be serious enough to be considered as an allegation, but that it nonetheless indicates a concern. For the purposes of this policy, a low level concern is defined as a concern relating to behaviour that is inconsistent with our Staff Code of Conduct, but does not meet the threshold for an allegation of abuse, as outlined in Keeping Children Safe in Education (2021) and copied above.

We understand the importance of creating a culture of openness and transparency, where any concern, no matter how small, is shared and dealt with appropriately. Such a culture supports us to identify and address any emerging or inappropriate behaviour at an early stage, minimising the risk of abuse and reinforcing clear professional boundaries. Our staff will be trained to recognise appropriate and potentially inappropriate adult conduct, in line with our Staff Code of Conduct, and they will be required to report any low level concern about the conduct of any adult working in our school to the Headteacher. In the event that the concern is about the Headteacher, this should be reported to the Chair of Governors.

Staff will also be encouraged to recognise any occasion where their own behaviour may be seen as a low level concern by others, and to make a self-report accordingly. Upon receipt of a low level concern, the Headteacher will take timely and proportionate action to discuss and address this with the person concerned in order to correct the issue at an early stage. The Headteacher may liaise with Wokingham Human Resources team and/ or the Local Authority Designated Officer for additional advice.. If at any stage the Headteacher assesses that there is a risk of harm to pupils, they will follow the process outlined below for reporting a safeguarding concern.

The Headteacher will keep a written record of all low level concerns, detailing the nature of the concern and the action taken to address it. The record will be clearly demarcated as a low level concern, in order to avoid confusion or misunderstanding. Records of low level concerns will not be referred to in employer references unless they form part of a substantiated allegation.

The Headteacher will regularly review all low level concerns received, in order to identify any emerging patterns of concerning behaviour related to individual(s) or to identify any weaknesses in culture where revision of policy or additional training may be a requirement.

### **Reporting a safeguarding concern**

If any adult working in our school has a safeguarding concern about another adult, or has concerns about another adult posing a risk to children, they should report these concerns. This duty is applied regardless of whether the person about whom there are concerns is a staff member, volunteer (including Governors) or external visitor, i.e. supply teacher.

All reports of safeguarding concern about staff, volunteer (including Governors) or external visitor must be made directly to the Headteacher. Exceptionally, in the Headteacher's absence, the report may be made to the next senior member of staff who is acting as the Headteacher in their place.

Where the safeguarding concern relates to the Headteacher, or to the person acting as the Headteacher in the Headteacher's absence, it must be reported to the Chair of Governors.

On occasion, we may receive safeguarding concerns from individuals outside of our school. In this instance, the person to whom the report is made must share the concern in line with processes outlined above. Safeguarding concerns received from external sources will be responded to in the same way as a concern being received from inside the school.

### **Referral process**

The Headteacher, members of SLT (in case of the Headteacher's absence) and Chair of Governors (in case of an allegation being against the Headteacher) will know the name and contact details for the Local Authority Designated Officer (LADO), with whom contact will be made as soon as possible upon receipt of an allegation against a member of staff or volunteer at our school, and always within one working day. If further investigation or action is required, the person referring the concern to the LADO will then be nominated as the 'case manager'.

In the event of a safeguarding concern being raised about an adult not directly employed by the school, i.e. a supply teacher, the same process will be followed to contact the LADO. Additionally, the Headteacher will liaise with the individual's employer subsequent to the referral to ensure full cooperation and involvement with any process required to investigate and resolve the concern that has been raised.

### **Information sharing**

When directed to by the LADO, the case manager will inform the accused person of the allegation and will give as much information as possible about its nature. We have a duty of care to our employee/volunteer, and will provide effective support to anyone in this situation, as well as ensuring that the matter is dealt with quickly, fairly and consistently. As directed by the LADO, the case manager will also tell the parents of the child or children involved of the allegation (if they are not already aware) and will keep them informed as to the progress and outcome of the process.

### **Managing the situation**

As directed by the LADO, and in consultation with Human Resources, we will assess the possible risk posed by the accused individual if they are to continue in their role. This assessment may result in suspension if the risk is considered sufficient and if all suitable alternative options have been considered. If a member of staff or volunteer who is judged to be unsuitable to work with children resigns or their services cease to be used, we will assess the situation against the published DBS criteria, and, in the case of teachers, Teaching Regulation Agency criteria, and will follow up with a referral to either or both regulatory bodies where necessary. A compromise or settlement agreement will not be used in cases where this would prevent a referral to DBS being made, as to do so could result in a criminal offence and is non-compliant with our legal duty.

One-off and/or repeated allegations of malicious, false, unfounded or unsubstantiated conduct will not be referred to in employer references.

Where an allegation has been found to be malicious, we will consider whether to take further action, either via the Behaviour policy (in the case of a pupil) or via discussion with the Police (in the case of a parent or other adult).

### **Record keeping**

Full details of each stage of the allegations process will be recorded in writing by the Case Manager. Where an allegation has been found to be malicious, i.e. the allegation is disproved and there has been a deliberate attempt to deceive, all details and records will be removed from the person's personnel file. For allegations found to be substantiated, false, unfounded or unsubstantiated, details of the allegation and the investigation process, including the outcome, will be kept as per the Disciplinary policy, but usually separately and confidentially to the person's personnel file, with a copy also provided to the person concerned.

Records will be retained for a period of 10 years from the date of the allegation, or until the accused has reached pension age (if this is sooner).

### **Learning lessons**

As soon as is practicable, all involved parties (including leaders, Human Resources and/or Governors as appropriate) will convene to review the facts of the case, reflect on any lessons to be learned, and implement any needed changes to policy and/or procedure. Where applicable, this will include reference to any feedback given by the LADO.

### **COVID-19 self-isolation**

During the ongoing challenges of the COVID-19 pandemic, children have been required at times to either self isolate due to covid-19 exposure or undertake remote learning in the event of either a full or partial school closure.

This part of the annex outlines the specific actions that our school will take, in addition to the main safeguarding and child protection policy, to safeguard pupils in the event of self-isolation.

We are committed to ensuring the safety and wellbeing of all of our pupils. We will continue to be a safe space for all pupils to attend and flourish. Senior Leaders will ensure that appropriate staff are on site for the operation of our provision. Our staff to pupil ratio numbers are in line with Government and DfE requirements, as well as being appropriate to the number, age and understanding of the pupils who are attending. This includes staff designated to undertake First Aid, and those supporting pupils with EHC plans.

To promote good physical health, we will refer to the Government guidance for education and childcare settings on maximum safe group size, how to implement social distancing, and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19. The specific measures we are taking to promote good physical health, in line with DfE and Public Health England guidance, is detailed in our COVID-19 risk assessment.

We recognise that, for any pupils who are required to access education remotely during the period of self-isolation, new safeguarding concerns may have arisen that have previously been unknown due to the lack of face to face contact between pupils and staff during the time away from school. The current circumstances may also affect a child's mental health, and this may be displayed in a number of different ways. The DSL and Deputy DSLs are alert to any changes in a pupil's behaviour, presentation and mood, and will support them, in collaboration with their parents, to manage any worries or anxieties that they may have. They will also support and train staff, as required, prior to pupils returning to ensure that any potential safeguarding concerns are recognised and reported, and they will support staff to 'check in' with pupils as they return to school and thereafter on a regular basis. Where necessary, bespoke additional input from staff or from specialist staff/support services will be arranged, and the DSL and Deputy DSLs will continue to co-ordinate with children's social care, local safeguarding partners and other agencies and services to safeguard pupils as required.

**Attendance**

If any pupil does not return to school as expected following a period of self-isolation appropriate enquiries will be made to ascertain the pupil's whereabouts, in line with the attendance policy. This may involve referral to the Local Authority, Social Care and/or to the Police to check the pupil's welfare. Parents are requested to inform the school as soon as possible if their child is not attending school and the reasons for their absence.

We are aware that a very small number of pupils will still not be able to attend school due to being classed as clinically extremely vulnerable and having received a shielding letter. Absence in these circumstances will be authorised. We will continue to provide remote education to pupils who are unable to attend school for reasons of shielding, which will include pastoral support. If a pupil with a Social Worker is unable to attend school, the Social Worker will be informed.

We recognise that a number of parents and pupils may be anxious about their children coming to school during the pandemic. We will share all available information with families to reassure them of the actions we are taking to minimise infection risk, and to encourage the pupil's return to school. We will work closely with other professionals, including Social Care and the Wokingham LA Attendance Service to promote daily attendance at school, in line with our attendance policy. If a pupil with a Social Worker does not return to school or does not attend regularly, the Social Worker will be informed.

**Safeguarding pupils who are not in school due to self-isolation**

We will continue to follow DfE guidance and Public Health England advice and current advice (September 2021) is that bubbles are no longer required. In the event of a bubble system or similar having to be reintroduced due to either local or national issues, we would apply the following safeguarding principles for any children not in school due to self-isolation.

Our safeguarding responsibilities for these pupils whilst isolating at home remains our highest priority. A minimum of one person from the safeguarding team, as listed earlier in this policy, will be designated to be responsible for safeguarding of pupils who are unable to attend school due to self-isolation. They will typically be available in person at the school or, in exceptional circumstances, remotely. Staff working in the school will be aware of the name and location of the designated safeguarding person on duty, and their contact details (phone and email) will be shared, as required.

The Designated Safeguarding Lead and their Deputy will continue to liaise closely with the Local Authority, Social Work teams, Early Help and Family Support teams, and the Virtual School, as applicable, to support any vulnerable pupil who is self-isolating. Any professionals' meetings, i.e. core groups, child protection conferences, will be attended remotely where the facility from the Local Authority and the school allows; in the event that this is not possible, a written report will be submitted. If a pupil with a Social Worker is self-isolating, the Social Worker will be informed.

To support and safeguard pupils known to be vulnerable whilst they are not attending school due to self-isolation, the following procedures have been put in place, as a minimum:

- Review the vulnerable student list and identify those for whom self-isolation and a lack of face-to-face contact with academy staff would pose most risk, allocating each child to a member of the DSL team
- Ensure pupil contact details are up to date and are remotely accessible by all DSLs
- Ensure all DSLs have remote access to email and CPOMS
- Make regular (no less than weekly) phone contact with each identified pupil to check safety and wellbeing; where possible, speaking to the pupil and not just the parent
- Record a summary of conversation on CPOMS
- Monitor CPOMS and emails daily, and respond as required in line with the main safeguarding and child protection policy and Local Authority thresholds .

Where contact with a vulnerable pupil who is self-isolating is difficult to achieve or maintain, every effort will be made to contact parents through all available means of communication, i.e. phone, text, email. At the discretion of the Headteacher, a home visit may also be considered. In all cases, this will follow a clear COVID-19 risk assessment, including instructions to staff to promote good hygiene and maintain social distancing. If there are concerns about the welfare of a pupil where contact has not been established, we will follow our Local Authority Social Care referral processes.

We recognise that school is a protective factor for our pupils, and that self-isolation may affect the mental health of these pupils, as well as their parents. All staff will be aware of this in setting expectations of pupils' work to be completed at home, and in any other communications with parents and pupils. Any concerns for either parents or pupils related to mental health will be recorded and responded to in line with the main safeguarding and child protection policy.

### **Reporting a concern**

If staff have a safeguarding concern about a pupil who is self-isolating, they should follow the usual process as per the main safeguarding and child protection policy. In the event that staff working remotely do not have access to the necessary device or systems for recording their concern, they must contact the named person responsible for safeguarding on the day in question via phone in order to make a verbal report. Staff are reminded of the need to report any concern immediately and without delay; where a concern is urgent and high risk, a verbal report must be made first, either in person or via phone, and followed up in writing as soon as possible thereafter. CPOMS/ will be monitored by the DSL team regularly, no less than daily, and actions will be completed and recorded in line with the main safeguarding policy and Local Authority thresholds, including those for Early Help.

### **Online safety**

Our school will support the learning of pupils who are self-isolating via Microsoft Teams. Any staff member who is communicating with parents and/or pupils on this platform has been issued with guidance regarding safe, acceptable and professional behaviour when interacting with pupils online, in line with our staff code of conduct. Staff must only use approved devices and platforms to communicate with pupils, and a record of all interactions (excluding scheduled lessons) must be kept and recorded on CPOMS.

Advice for parents regarding keeping their child safe online while at home has been shared via letter, which will be regularly updated to ensure it remains high profile for our parents. This will also include sources of support for pupils themselves, at an age and stage appropriate level.

It is important that all staff continue to look out for signs a pupil may be at risk when online. Any such concerns will be dealt with as per the main safeguarding and child protection policy, and, where appropriate, referrals will be made in line with Local Authority thresholds.

**Links to other School policies**

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

***Behaviour and Anti Bullying***  
***Code of Conduct***  
***Confidentiality Agreement***  
***Disability Equality***  
***Children missing in education***  
***Attendance***  
***ICT Acceptable Use***  
***Online Safety***  
***Equal Opportunities***  
***Whistleblowing***  
***Physical Intervention***  
***Safer Recruitment***  
***General Complaints***  
***Health and Safety***  
***Data Protection***  
***Remote learning***

Listed below are links to some Model Policies.

**Prevent**

<http://wsh.wokingham.gov.uk/leadership/prevent/>

**WBC Model Code of Conduct Policy:**

<http://wsh.wokingham.gov.uk/leadership/policies/code-of-conduct-policy/>

**Preventing Bullying policy:**

<http://wsh.wokingham.gov.uk/leadership/policies/preventing-bullying/>

**WBC Model Children Missing in Education policy:**

<http://wsh.wokingham.gov.uk/leadership/policies/children-missing-in-educ/>

**WBC Model Equal Opportunities Policy:**

<http://wsh.wokingham.gov.uk/leadership/policies/equal-opportunities/>

**Model ICT Acceptable Use Policy (and guidance):**

<https://wsh.wokingham.gov.uk/learning-and-teaching/ict-computing-and-online-safety/e-safety/>

**WBC Model Whistleblowing Policy:**

<http://wsh.wokingham.gov.uk/leadership/policies/whistleblowing/>

## Contacts

### **Safeguarding is everyone's responsibility and if there are concerns regarding a child then contact:**

- The Senior Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads;
- 999 if you believe a child is in immediate danger;
- Early Help Hub (Children's Safeguarding and Social Care Team) Telephone 0118 908 8002 or email: [triage@wokingham.gov.uk](mailto:triage@wokingham.gov.uk);
- Out of Hours Emergencies: 0800 212111
- Thames Valley Police: telephone: 101 non emergencies;
- NSPCC (National Society for the Prevention of Cruelty to Children) 24 Hour Helpline: 0800 028 0285

### **Key links can be found at:**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **Safeguarding Training Records**

### **A dedicated list of safeguarding training is held on the school system at the following address:**

Staff share: Whole school: Staff inset: Staff inset: Safeguarding and H&S training log