

## Part 1

**Name of policy** **P4 Safeguarding and Child Protection Policy**

**Status of policy** This is a statutory policy

**Consultation** This policy has been adopted from the BFBC Model Safeguarding Policy for Schools

### **Relationship with other policies**

This policy should be read in conjunction with the following policies:

B1 Health and Safety policy  
P2 Equality policy  
P3 Sex and Relationships Education policy  
P6 Student Behaviour policy  
P7 Anti-bullying policy  
P10 Complaints policy  
S4 Staff Discipline and Grievance policy  
S5 Whistleblowing policy  
P17 E-Safety Policy  
B2 First Aid policy  
P14 Supporting pupils with medical conditions policy  
P13 Attendance policy

**Date policy was agreed** 28<sup>th</sup> September 2016

**Date for full implementation** Immediate

**Date for review** Annual – September 2017

## INTRODUCTION

Edgbarrow School fully recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

This policy is written in the recognition that Berkshire Child Protection procedures are followed in line with Bracknell Forest Local Safeguarding Children Board (LSCB) expectations.

In addition to the Berkshire Child Protection Procedures, it is an expectation that all Bracknell Forest Schools follow the Statutory Guidance 'Working Together to Safeguard Children' and the DfE Statutory Guidance 'Keeping Children Safe in Education' (July 2015) with the more recent update (May 2016) with effect from 5<sup>th</sup> September 2016. *Edgbarrow School ensures that all staff have read and understood Part 1 of the 'Keeping Children Safe in Education' guidance.*

### **There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos (see appendix D)

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

**SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.

## PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

### 1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

1.2.1 establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

1.2.2 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.2.3 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help. ( see appendix)

- 1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- 1.2.5 Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, Female Genital Mutilation, Extremism and Radicalisation and Sexting and Peer on Peer Abuse. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.

## 2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Berkshire LSCB Child Protection Procedures. A copy of these procedures can be found on <http://berks.proceduresonline.com>
- 2.2 The Designated Senior Lead for Child Protection is Louise Fletcher (Assistant Head).
- 2.3 The Deputy Designated Lead is Mark Burges (Deputy Head).
- 2.4 The following members of staff have also received the Designated Person training, Robert Eley (Headteacher), Stuart Matthews (Deputy Head), Gareth Croxon (Assistant Head), Helen Gascoigne (Assistant Head) and David Bibby (Assistant Head).
- 2.5 The nominated governor for Safeguarding and Child Protection is Peter Floyd

The school will:

- 2.5.1 ensure there is a designated senior person who has lead responsibility for child protection in the school
- 2.5.2 ensure there is a deputy designated need who can fulfil the role of the designated lead in their absence
- 2.5.3 ensure both the lead and deputy have undertaken, as a minimum, the full day 'Targeted' level child protection training course run by representatives of the local authority or other approved provider.
- 2.5.4 ensure that this training is updated every two years in accordance with guidance
- 2.5.5 ensure the continued professional development of the designated and deputy designated through at least annual update training (including network meetings and briefings)
- 2.5.6 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
- 2.5.7 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction, which are:

Discuss any concerns you have with your school's designated staff –

Mrs Louise Fletcher (Designated senior person for child protection and safeguarding) Mr Mark Burges (Deputy designated senior person for child protection and safeguarding) and Ms Alyson Guy (Student Support Manager). If you can't find any of the named people alert

- any SLT member. Complete a record of concern form (see safeguarding area on school website)
- 2.5.8 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available and will have ready access to the Bracknell Forest Local Safeguarding Children Board Cue Card.( see Edgbarrow website under safeguarding)
- 2.5.9 If the designated staff are not available then any SLT member should be informed or use the Bracknell Forest cue card and alert Children's Social Care (See safeguarding area on school website )
- 2.5.10 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- 2.5.11 ensure there is a nominated governor for safeguarding and child protection who has undertaken appropriate training
- 2.5.11 ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
  - how to identify the signs of abuse and neglect
  - how to pass on and record concerns about a pupil
  - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
  - that they have a responsibility to provide a safe environment in which children can learn
  - where to find the local Child Protection Procedures
- 2.5.12 ensure that every member of staff has read and understood Part 1 of the DfE 'Keeping Children Safe in education' statutory guidance
- 2.5.13 provide safeguarding training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they are confident about:
- the school's legislative responsibility
  - their personal responsibility
  - the school's policies and procedures
  - the need to be alert to the signs and indicators of possible abuse, including child sexual exploitation, female genital mutilation, extremism and radicalisation, grooming and sexting
  - the need to record concerns
  - how to support and respond to a child who discloses abuse
- 2.5.14 provide ongoing continuous professional development around safeguarding and child protection matters with regular opportunity for update briefings and discussion (at least annually)
- 2.5.15 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy

Edgbarrow School: Governor's Policy  
Pastoral Committee: P4 Safeguarding and Child Protection

2.5.16 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus and on the website

2.5.17 ensure that this policy is available publicly either via the school website [www.edgbarrowschool.co.uk](http://www.edgbarrowschool.co.uk) or by other means.

## 2.6 Liaison with Other Agencies

The school will:

2.6.1 work to develop effective links with relevant services to promote the safety and welfare of all pupils

2.6.2 co-operate as required, in line with the DfE Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.6.3 notify Children's Social Care immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

## 2.7 Record Keeping

The school will:

2.7.1 keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

2.7.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location

2.7.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools. These will be sent in a separate sealed envelope from the file and marked for the attention of the Designated Child Protection Lead.

## 2.8 Confidentiality and information sharing

2.8.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

2.8.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Person or Headteacher.

The school will:

- 2.8.3 ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's Social Care as required.\*

\* Information sharing: Guidance for practitioners and managers is available from Department of Education. [www.education.gov.uk](http://www.education.gov.uk)

- 2.8.4 ensure that the Headteacher or Designated Person will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Abuse notifications

- 2.8.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children

- 2.8.6 ensure staff are clear with children that they cannot promise to keep secrets.

## 2.9 **Communication with Parents/Carers**

The school will:

- 2.9.1 ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

- 2.9.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

## 3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

- 3.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

- 3.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

### 3.4 **The school will support the pupil through:**

- 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation

- 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community

- 3.4.3 The school's behaviour policy and equality policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

- 3.4.4 Liaison with agencies which support the pupil such as the Behaviour Support Team, Children's Social Care, Child and Adolescent Mental Health Services or other agencies as deemed appropriate.
- 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
- 3.4.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Berkshire LSCB Child Protection Procedures
- 3.4.8 Ensuring when a child who is subject to a child protection or child in need plan leaves, information is transferred to the new school immediately. The Child Protection Review Manager and Named Social Worker will also be informed.
- 3.4.9 When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance. The Education Welfare Service and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns.

### **3.5 Substance Misuse and Child Protection**

- 3.5.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse or exploitation
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

### **3.6 Children of Substance Misusing Parents/Carers**

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.
- 3.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3 This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
  - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
  - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
  - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
  - Disturbed moods as a result of withdrawal symptoms or dependency
  - Unsafe storage of drugs and/or alcohol or injecting equipment

- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### 3.7 **Domestic Abuse**

- 3.7.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 3.7.2 Head Teachers are notified by the Local Authority Safeguarding and Inclusion Manager of Domestic Abuse incidents where the police have been called and that involve children and young people on their roll. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

### 3.8 **Female genital mutilation (FGM)**

- 3.8.1 The Female Genital Mutilation Act 2003, as amended by section 74 of the Serious Crime Act 2015, has introduced the legal duty for regulated health and social care professionals and teachers to make a report to the police if they are informed by a girl under the age of 18 that she has undergone an act of FGM or they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18
- 3.8.2 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a form of abuse that does occur in the UK.
- 3.8.3 FGM is carried out on children between the ages of 0–15. It is extremely harmful and has short and long term effects on physical and psychological health.
- 3.8.4 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 3.8.5 The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 3.8.6 The Designated Person will make appropriate and timely referrals to Social Care if FGM is suspected or disclosed. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

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

- 3.9.1 'Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another 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 sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the



child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability'. (Definition as used in Statutory guidance)

- 3.9.1 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 3.9.2 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.
- 3.9.3 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 3.9.4 School will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a child or young person may be at risk of sexual exploitation. School may also consult with the SEMRAC team outside of the meeting if required.
- 3.9.5 The designated lead may also attend the 'Sexual Exploitation and Missing Risk Assessment Conference (SEMRAC) Meeting' if a child from the school is being discussed as a result of a completed risk assessment tool.

#### 4.0 **Extremism and Radicalisation**

- 4.1 The school accepts the Government definition of extremism, which is:

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

- 4.2 There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.
- 4.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.
- 4.4 Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances children and of young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.
- 4.5 We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- 4.6 We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the

internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

4.7 Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Equality Policies for pupils and the Code of Conduct for staff.

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

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

4.9 Our school will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

## **5.0 Forced Marriage**

5.1 A forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse.

5.2 A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights

5.3 Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

## **6.0 SEXTING**

6.1 'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written message

6.2 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

- 6.3 'Sexting' is often seen as flirting by children and young people who feel that it's a part of normal life.
- 6.4 'Sexting' can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress.
- 6.5 'Sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.
- 6.6 Edgbarrow School will ensure that the risks associated with this issue is discussed with children on a regular basis as part of the curriculum around e-safety.
- 6.7 Where the school becomes aware of 'Sexting' that has occurred and involves a child or children from the school, parents will be notified and Social Care contacted where appropriate.

## **7.0 Peer on Peer Abuse**

- 7.1 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- 7.2 Edgbarrow School are aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- 7.3 The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection.
- 7.4 Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care as with adult abuse.

## **8.0 Gang Activity**

- 8.1 Children and young people involved with, or on the edges of gangs, might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations
- 8.2 There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.
- 8.2 For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.
- 8.3 Edgbarrow School takes gang activity seriously and would respond to concerns about gang membership through multi agency working and appropriate referrals which may include Youth Offending Service, Police and Children's Social Care.

## **9.0 Fabricated and Induced Illness**

- 9.1 Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.
- 9.2 There are four main ways of the carer fabricating or inducing illness in a child:
- Fabrication of signs and symptoms, including fabrication of past medical history;
  - Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
  - Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
  - Induction of illness by a variety of means.

- 9.3 Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.
- 9.4 In cases of suspected Fabricated and Induced Illness Edgbarrow School will work closely with other agencies to ensure information is shared appropriately.
- 9.5 Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care.

## **10.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 10.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2016) and the Local Authority's Safer Recruitment Toolkit.
- 10.2 The following members of staff have undertaken Safer Recruitment training:  
All SLT, several governors (see records )
- 10.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 10.4 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education.
- 10.5 The Head Teacher or Chair of Governors will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 10.6 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 10.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 10.8 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 10.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Schools Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

10.10 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

10.11 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

#### 11.0 **OTHER RELATED POLICIES**

Health and Safety  
E-Safety  
Whistleblowing  
Complaints procedure  
Behaviour  
Equality  
Attendance

#### 12.0 **Use of Mobile Phones Policy**

12.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

#### 13.0 **Children with Special Educational Needs**

13.1 As part of the PSHE curriculum staff will teach young people personal safety skills in an age appropriate manner. Students will be taught on how to keep themselves safe, peer pressure and appropriate relationships.

The school has pupils who may have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such pupils may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of alternate communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the pupil.

We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate.

#### 14.0 **GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

14.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- consider nominating a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues

- ensure an annual report is made to the full governing body. This will include a self assessment audit of safeguarding arrangements for the school.
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

**14.2 Extended Schools and Before and After School Activities (on or off school site)**

14.2.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

14.2.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

#### **Four categories of abuse**

**Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Neglect** - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.



**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Useful Contacts and links to further guidance**

Bracknell Forest Council Education Safeguarding Manager	Tel: 01344 354014
Children's Social Care	Tel: 01344 352020
Children's Social Care Duty Team Consultation Line	Tel: 01344 351211
Local Authority Designated Officer (LADO)	Tel: 01344 351572
Emergency Duty Team (Out of hours)	Tel: 01344 786543

Working Together to Safeguard Children (March 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working\\_Tog\\_ether\\_to\\_Safeguard\\_Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Tog_ether_to_Safeguard_Children.pdf)

DfE Keeping Children Safe in Education Guidance (July 2015) -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447595/KCSIE\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)

Dfe Keeping Children Safe in Education (with effect from 5<sup>th</sup> September 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015)

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

Multi Agency Statutory Guidance on Female Genital Mutilation (April 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Berkshire Child Protection Procedures <http://berks.proceduresonline.com/index.htm>

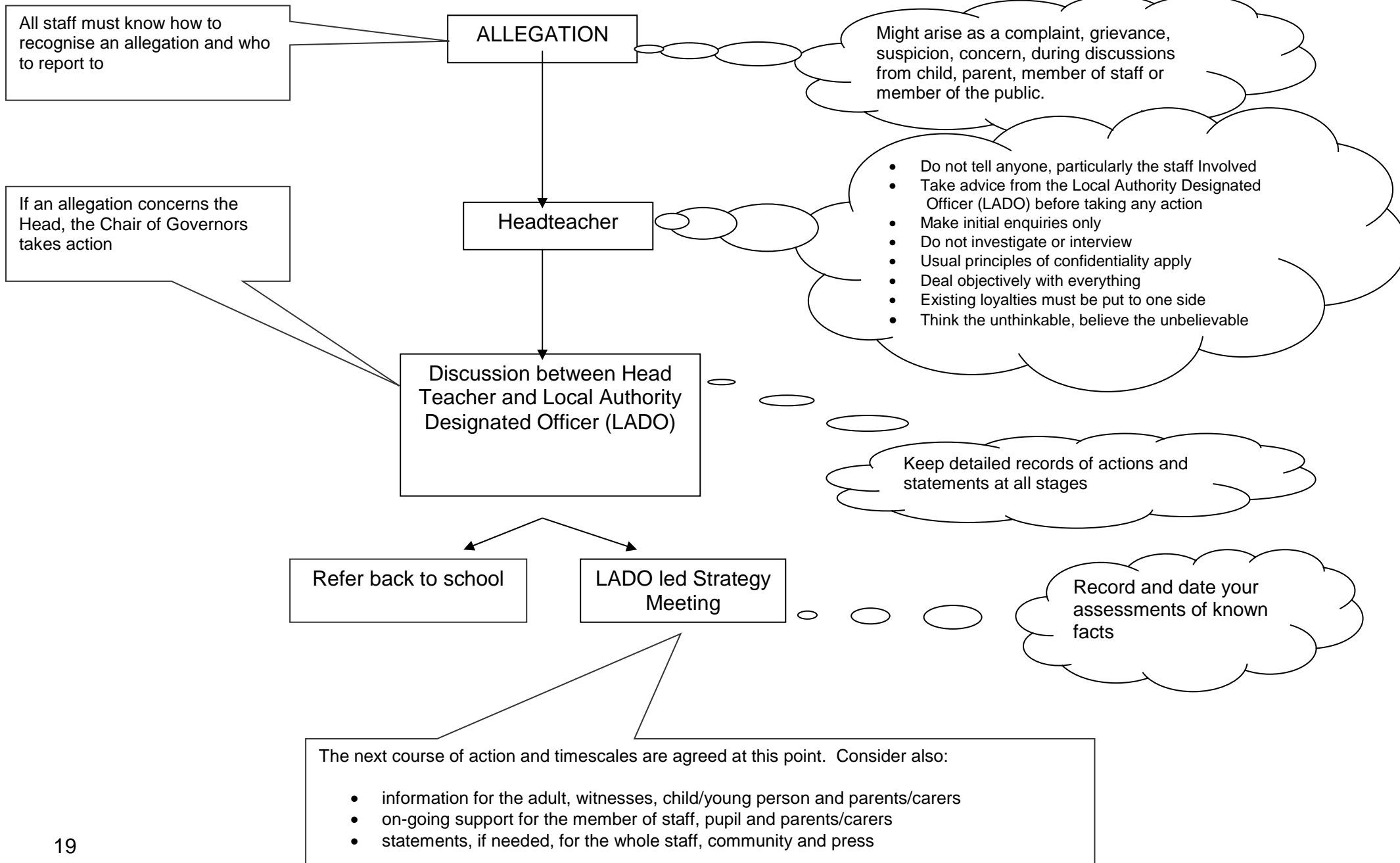
Bracknell Forest Local Safeguarding Children Board <http://www.bflscb.org.uk/>

Bracknell Forest LSCB Safeguarding Cue Card

<http://www.bflscb.org.uk/sites/default/files/safeguarding-cue-card.pdf>

# Managing an Allegation Against a Member of Staff in your Establishment

# Appendix C



Examples of opportunities to “Keep Safe” in the Pastoral Curriculum:

- Anti-bullying week activities (November)
- SRE (Sexual Relationships Education) programme (Y7-Y13) including FGM (Female Genital Mutilation)
- CSE (Child Sexual Exploitation) information eg Chelsea’s choice performance
- Radicalisation (Omega Communication Presentation)
- Domestic violence “The lobster” DVD and related activities
- Sexting - teenage relationship abuse
  - Escape performance
  - Sexting DVD project
  - Assembly by TVP
- Drug education programme Y7-Y13
- Mental Health (Pause Programme)
- Specific Safeguarding (concerns 2016/2017) Programme)

## Self-Harm

1. Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:
  - Cutting, scratching, scraping or picking skin
  - Swallowing inedible objects
  - Taking an overdose of prescription or non-prescription drugs
  - Swallowing hazardous materials or substances
  - Burning or scalding
  - Hair-pulling
  - Banging or hitting the head or other parts of the body
  - Scouring or scrubbing the body excessively

2. The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

### Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

### Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

### Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers
- Self-harm in friendship group

3. School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

- Changes in clothing
  - Reluctance to show parts of body eg. Reluctant to change in front of peers in PE lesson
4. Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students, it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding children – Mrs Louise Fletcher Assistant Head or Mr Mark Burges Deputy Head, or the designated Governor for safeguarding children – Mr Peter Floyd.

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
  - Arranging professional assistance e.g. doctor, nurse, social services
  - Arranging an appointment with a counsellor
  - Meeting with student support
  - Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
  - Putting in place a risk assessment for the student with the support of the parent/carer
  - Raising awareness of self-harm amongst peer group if they have witnessed etc.
- **In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times**
  - **If a student has self-harmed in school a first aider should be called for immediate help**
5. Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:
- Dates and times
  - An action plan
  - Concerns raised
  - Details of anyone else who has been informed

This information should be stored in the student's child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.