



Safeguarding Policy (including Child Protection)

Date reviewed	Sept 2018
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Safeguarding & Child Protection Policy

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PART ONE: SAFEGUARDING POLICY

Ratified by the Governing Body October 2018

To be reviewed (annually) September 2018

Version number: September 2018/19

1.0 INTRODUCTION

St Mary & All Saints C of E Primary is set in an area of high deprivation, close to Reading town centre. There are on-going concerns regarding county lines, racism, drug and alcohol abuse, time/money deprivation and online safety. With a high mobility rate there are also concerns regarding children going missing in education.

The aim of this Policy is to ensure that the school safeguards and promotes the welfare of children effectively, in accordance with the duties arising from Section 175 of the Education Act 2002, and guidance issued by Department for Education.

Please note this school will have due regard to Keeping children safe in education; statutory guidance for schools and colleges. Sept 2018. In doing so the school aims to:

- Protection from abuse, harm and neglect;
- Provide the right to education in a safe and non-abusive environment where they feel safe;
- Hear the voice and concerns of children and young people;
- Have respect for values and children's individual needs;
- Ensure the Right of children and young people to have their emotional, educational and social needs met;
- Prevent abuse including protected characteristics (Equalities Act);
- Ensure staff and visitors understand their role in safeguarding children and ensuring children are safe;
- Provide key links to current statutory and non-statutory guidance, including:
 - The most recent version of Working Together to Safeguard Children (DfE)
 - The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2018)
 - The Education Act 2002 s175
 - Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
 - Sexting in Schools and Colleges – responding to incidents and safeguarding young people (UKCCIS) 2016
 - General Data Protection Legislation (2018)
 - https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

2.0 OVERALL AIM

2.1 This policy will contribute to the protection and safeguarding of our pupils/students and promote their welfare by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, discrimination or victimisation.

2.2 This policy will contribute to supporting our pupils/students by:

- Identifying and protecting the vulnerable;
- Identifying individual needs as early as possible; and
- Designing plans to address those needs.

2.3 This policy will contribute to the protection of our pupils/students by:

- Including appropriate work within the curriculum;
- Implementing Child Protection Policies and procedures; and
- Working in partnership with pupils/students, parents/carers and other agencies.

2.4 This policy extends to any establishment our school commissions to deliver education to our pupils on our behalf including alternative provision settings.

- The Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed and ongoing monitoring is undertaken.

3.0 GUIDING PRINCIPLES

It is a basic right of every child to feel safe and protected from any situation or practice that result in a child being harmed through abuse or neglect.

This school recognises its legal and ethical duty to promote the well-being of pupils at the school, protect them from harm, and take appropriate action where staff have concerns. Staff agree that they have a primary responsibility for the care, welfare and safety of the pupils in their charge, and will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.¹

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.²

As a consequence, staff

- will maintain an attitude of **'it could happen here'**
- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional well-being, behaviour and attendance;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities;
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing board.
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Person, who will refer on to Children's Services in accordance with the LSCB;
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs;
- will ensure that all staff are aware of the child protection procedures established by the LSCB and, where appropriate, the Local Authority, and act on any guidance or advice given by them. These can be found at <http://proceduresonline.com/berks/>
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

All members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act pro-actively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

¹ Keeping Children Safe in Education – DfE Sept 2016

² Keeping Children Safe in Education – DfE Sept 2016

4. KEY PROCESSES

Members of staff and volunteers must not investigate suspicions; if somebody has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns with the Designated Person, who will refer the matter to the relevant Local Authority.

To this end, volunteers and staff will follow the procedures below;

- upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- if anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff ³

They must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the Designated Person (or head teacher if an allegation about a member of staff) and agree action to take.

The designated person will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the LSCB.

5.0 EXPECTATIONS

5.1 All staff and visitors will:

- Be familiar with this Safeguarding Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;
- All Governors must be subjected to an enhanced DBS check and should be checked against the Teaching Regulation Agency 'Barred list' (so called 'section 128' check)
- Be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.

³ Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

5.2 All staff will receive annual Safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

6.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)

The designated senior member of staff (designated person) for child protection in this school is **Gill Gooch, Deputy Headteacher**.

In their absence, these matters will be dealt with by:

Candida Hutchison (Head) or
Mumtaz Bano (SENCo) or Tracy Cooke (SENCo Assistant)

The areas of responsibility for the designated safeguarding lead are:

Managing referrals as appropriate by:

- Referring cases to social care
- Referring cases that involve a staff member to the LADO
- Referring cases to the DBS
- Referring to the police
- Acting as a source of support, advice and expertise to staff

Managing Training by:

- Ensuring own training every 2 years;
- Understanding assessment process for early help and intervention;
- Having a working knowledge of the procedures for child protection, case conferences and reviews and attending and contributing to said conferences;
- Ensuring staff members understand school policy and that they alert the DCPO immediately to concerns;
- Being alert to children's needs;
- Keeping accurate records of concerns and referrals;
- Obtaining resources and attending refresher training for staff members
- Encouraging a culture of listening to children;
- Ensuring staff have training at least annually in person, and are alerted to safeguarding updates regularly via the weekly bulletin and emails as necessary;
- Ensuring that all staff receive part 1 of the guidance at induction and are expected to demonstrate their understanding.

Raising awareness by:

- Ensuring the school's child protection policies are known, understood and used appropriately;
- Ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing board regarding this;
- Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and

- Linking with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

How confidential child protection information is communicated to receiving schools where pupils move or transition (e.g. from primary to secondary), or where they are excluded and sent to PRU or alternative providers, and how the DSL engages to ensure that information is communicated and that the principles of 'Working Together to safeguard children' are applied:

- All files are sent by 'signed for' delivery
- All files have a slip attached that asks receiving schools to post or email confirmation of receipt
- If confirmation isn't received then admin phones the receiving school to confirm receipt of the file

Reading Borough's Virtual School and social care team has on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Borough will support the care leaver to participate in education or training. DSL should therefore have details of the Borough's Personal Advisor appointed to guide and support the care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

7.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN

The designated senior member of staff (designated person) for looked after children in this school is **Gill Gooch (Deputy Headteacher)**.

Information will be kept on:

- The child's looked-after legal status;
- Contact arrangements with those with parental responsibility;
- Child's care arrangements and levels of authority delegated by the authority;
- Details of the child's social worker;
- The name of the virtual head in the authority who looks after the child.

The designated person for looked after children will work with the virtual school head to ensure pupil premium plus additional funding is best used to support looked after children in school.

8.0 THE GOVERNING BODY

The designated governor for child protection in this school is **Reverend Jo Williams**. In her absence please contact the Chair of Governors **Kirsteen Roberts**.

8.1 The Governing Body will ensure that:

- Governing Bodies and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- All governors must have read part 1 of "KCSIE-18"

- The nominated Governor completes 2 yearly on-line basic awareness training plus attends regular Governor updates with LA Governor training.
- The school operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school’s leadership team acts as a DSL, and at least a further deputy DSL is appointed ;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- The Head Teacher/Principal and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2 year framework and a training record maintained;
- Temporary staff and volunteers are made aware of the school’s arrangements for safeguarding & child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.
- Headteacher, alongside Nominated Governor, completes an annual report for Governors
- The nominated Governor completes the annual Section 175 safeguarding self-assessment and audit with the Designated Person
- Governors approve, before submission, the annual Section 175 safeguarding self-assessment and audit

Managing Allegations Against Adults Who work With Children

See also Chapter 4 Keeping Children Safe In Education (Sept 18)

What happens once a concern is reported about an adult working in our school?

Any reported concerns made about an adult working in our school are taken very seriously.

Step 1

- The Head teacher/Principal/ Chair of Governors will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.

This will be done by assessing whether there is evidence to suggest that:-

- the person has behaved in a way that has harmed a child, or may have harmed a child;
- the person has possibly committed a criminal offence against or related to a child; or
- the person has behaved towards a child or children in a way that indicates that he/she **may** pose a risk of harm to children

Step 2

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the Head teacher / Principal / Chair of Governors should contact the LADO immediately.

Jeremy Curtis

*Local Authority Designated Officer
Directorate of Children, Education and Early Help Services
Reading Borough Council, Civic Offices
Bridge Street
Reading
RG1 2LU
jeremy.curtis@reading.gov.uk
jeremy.curtis@reading.gcsx.gov.uk
0118 937 3555
07841253871*

Step 3

The LADO will decide on further action:-

- no further action after initial consideration and closure, or
- advice and follow up from LADO, or
- strategy discussion/meeting

If no further action by the LADO is agreed the school may be asked to complete their own enquiries and report the findings back to the LADO at the conclusion.

If further action is agreed, the LADO will agree with the police whether or not a strategy discussion/ meeting needs to take place. If it is agreed that the threshold has not been met for a strategy discussion/meeting an allegations management meeting may be held. The main purpose of this is to ensure the safety of the child/children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

All concerns raised about an adult working in the school, including allegations, are recorded and held confidentially. Where a strategy discussion/meeting has been held involving the LADO the school will be sent a copy of the minutes of the meeting.

Where an allegation is substantiated this will be referred to in any references provided by the school for the individual if and when they apply for new positions. If the adult is employed by an external agency, a copy of these records will be given to the senior lead of the organisation.

9.0 A SAFER SCHOOL CULTURE

Safer Recruitment and Selection

Staff that have undergone Safer Recruitment Training:

Candida Hutchinson (Headteacher)
Gill Gooch (Deputy Head)

Recruitment panel make-up:

Headteacher
Deputy Head
Governor
SLT

In order to ensure that children are protected whilst at this school, those responsible for recruitment will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, they will follow the guidance set out in

“Safeguarding Children and Safer Recruitment in Education” and “Keeping children safe in education” September 2018

They will ensure that:

- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional subject to references and satisfactory completion or the necessary pre – employment checks;
- References are on headed paper and may be followed up with a telephone call or personal contact during which they will discuss the applicant’s suitability to work with vulnerable children;
- They verify a candidate’s identity⁴
- Obtain a certificate for an enhanced DBS check which will include barred list information;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- They verify the person’s right to work in the UK;
- If the person has lived or worked outside the UK, they will make any further checks the school considers appropriate;
- They verify professional qualifications;
- That the candidate satisfies conditions as to health and physical capacity;
- That previous employment history is examined and any gaps accounted for.

9.2 Induction

9.2 As part of all staff induction they have a session with the Designated Lead and are made aware of the systems within St Mary & All Saints which support safeguarding and these are explained to them. This includes:

- The child protection policy;
 - The behaviour policy;
 - The staff code of conduct policy;
 - The safeguarding response to children who go missing from education; and
 - The role of the DSL (including the identity of the DSL and any deputies).
- Copies of policies and a copy of Part one of the KSCIE-18 document are provided to staff at induction.

9.3 Staff Support

We are committed to ensuring staff and volunteers know and understand:-

- the signs and symptoms of abuse;
- how to identify children who may benefit from early help;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children (allegations)

Formal training

⁴ Identification checking guidelines GOV.UK website

Safeguarding and child protection training is provided on a regular basis to all staff annually, with weekly follow ups in staff briefing, to enable them to carry out these requirements.

Training opportunities include sessions on:-

- Basic Awareness of Safeguarding
- Early Help
- Prevent Duty
- FGM
- CSE
- Child mental ill-health
- Parent mental ill-health
- Domestic abuse
- Online safety
- Forced marriage and honour based violence
- Child-trafficking

Updates

In addition to formal training, all staff receive regular opportunity to update their knowledge and understanding. These are delivered by staff briefings, staff meetings and scenario examples. These happen frequently.

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement.

Our deputy DSLs have completed advanced training to the same level as the DSL, in line with the requirements of our Local Authority.

In addition, the members of our safeguarding team complete:-

- * FGM training
- * Prevent training in line with statutory requirements

All staff are required to read:-

- Part 1 of Keeping Children Safe In Education (Sept 18)
- Annex A of Keeping Children Safe In Education (Sept 18)
- the school's safeguarding and child protection policy and related policies (see introduction tab for list)
- the school's staff code of conduct
- the pupil/student behaviour policy
- the safeguarding response for children missing in education
- the role of the designated Safeguarding Lead and deputy/deputies

Staff are asked to sign to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading this document (with a member of our safeguarding team).

Regular volunteers are asked to read:-

- Part 1 of Keeping Children Safe In Education (Sept 18)
- Guidance for Visitors which includes information about what to do if worried about a child / adult

10.0 THE USE OF REASONABLE FORCE

- 10.1 There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here:
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- 10.2 St Mary & All Saints does not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and students. Staff have the regular opportunity to engage in Team Teach training to support de-escalation and safe handling.
- 10.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

All incidents should be written up in full and recorded. In some cases a positive handling plan is in place.

11.0 OUR ROLE IN THE PREVENTION OF ABUSE

As a school we work to prevent abuse and enable children and young people to feel able to report abuse by:

- Providing a developmentally appropriate PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.
- Delivering weekly online safety lessons including sexting and cyber-bullying
- Providing parental workshops and newsletters on online access and safety

12.0 WHAT WE WILL DO WHEN WE ARE CONCERNED - EARLY HELP RESPONSE

See also

- ['What To Do If Worried About A Child' - DfE March 2015](#)

All adults working in our school maintain an attitude of 'it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse or neglect and offer support to children in need. (see Appendix 1 – definitions of abuse) "

Step 1

- Report your concerns directly to a member of the safeguarding team, as soon as you are able.
- In the first instance our Designated Safeguarding Lead is Gill Gooch deputy@st-maryallsaints.reading.sch.uk
- If the DSL is unavailable, please report to our deputy DSL/s Candida Hutchinson, Mumtaz Bano & Tracy Cooke
- If no-one from your safeguarding team is available, speak to the most senior member of staff on site. If this is you, please refer to 'Role of DSL'.
- If you are concerned that a child might be in immediate danger or at risk of significant harm you must act immediately. This may mean interrupting a member of the safeguarding team.

Step 2

- Record your concerns using the school's 'Concern/Disclosure' form, as soon as possible. *Check that this refers to the name of your school's form.*
- Remember to record the full date and time, location, your name and role and keep your record as factual as possible. Use the child's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed on a child, record these on a body map. (Do not take photographs)
- If a concern/ disclosure form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up onto a form).

Step 3

- Record what action you are taking, for example record the name of the member of the safeguarding team you have reported the concern to.
- The original concern form should be passed to the DSL/Deputy DSL. Copies should not be retained by you.
- All written records of concerns/disclosures are stored securely by the safeguarding team. Parents /carers are informed of this once contacted to discuss the concerns. See section Parents and carers also.

Step 4

- You should receive feedback about what action, if any is being taken in response to your concern. If you do not receive feedback or you feel that the situation is not improving for the child you have a duty to challenge the DSL / deputy DSL. See section on Whistle-blowing also.

Dealing with a disclosure from a child

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

- Listen to what the child is saying, without displaying any signs of shock or disbelief
- Allow the child to talk freely without interrupting
- Reassure the child but do not make promises about keeping the information a secret

- Reassure the child that this is not their fault
- Only ask questions if you need to clarify, take care not to put words in the child's mouth by asking leading questions
- Stress to the child that they have done the right thing by telling you and explain what you will do next

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

Action to take following the disclosure

- Re-visit 'Worried About A Child' below and follow the steps outlined there.
- If the disclosure includes information of concern regarding an adult working in the school, refer to 'Worried About An Adult' and follow the steps outlined there.

Support For The Child

- *ELSA support is available within school*
- *Play Therapy*
- *Referral to Berkshire Woman's Aid*

13.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION

St Mary & All Saints values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students 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. *St Mary & All Saints* is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.

St Mary & All Saints seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

All staff complete on-line training which includes Prevent and have up dates in Staff Briefing and Staff Meetings on a regular basis.

13.2 Risk Reduction

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Social and Emotional Aspects of Learning; Personal, Social, Health and Citizenship Education; Sex and Relationships Education; Drug Education; child protection issues will be addressed through the curriculum as appropriate
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safer recruitment and code of conduct for staff.
- Whistleblowing
- Special Educational Needs and Disabilities
- Racist incidents
- Behaviour including bullying
- Attendance (including when children go missing)
- Health & Safety
- Physical Intervention
- Code of Conduct for Staff
- Medical Conditions
- Health and Safety
- E Safety
- Lone Working
- Intimate care
- British Values at St Mary and All Saints

13.3 Response

This school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

As a school we recognise that we have an important part to play in educating children about extremism and recognising when pupils/students start to become radicalised.

At *St Mary & All Saints C of E Primary* we ensure that through our school vision, values, rules, curriculum and teaching

- we promote tolerance and respect for all cultures, faiths and lifestyles.
- the governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice.
- pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- visitors who are invited to speak to pupils/students will be informed about our ethos and safeguarding procedures and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate.

In addition the DSL / deputy DSL may consider making a referral to the local authority Channel Panel (seek advice from MASH)

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Each local authority has a panel and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The DfE helpline can be contacted for advice 020 7340 7264 (this should not be used in cases of emergency)
or via the e mail counter.extremism@education.gsi.gov.uk

13.4 Channel

13.4.1 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Thames Valley Police, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

13.4.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

13.4.3 Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

14.0 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late :and
- Children who regularly miss school or education or do not take part in education

These could happen in Primary School

Staff members should report any suspicions of CSE to the school's DCPO.

14.1 FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. There is now a mandatory reporting duty and these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher or other member of staff, discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, they must personally report it to the police.

They should still discuss this with the school's DCPO.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹¹, along with social

workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty now applies and teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

14.2 FORCED MARRIAGE

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats (physical, emotional or psychological) or any other form of coercion is used to cause a person to enter into a marriage. Forcing a person into a marriage is a crime in England and Wales.

Please see p32 – 36 of the [Multi- agency guidelines for frontline workers](#) or contact the Forced marriage Unit if you need advice or information

Tel: 020 7008 0151
Email fmufco.gov.uk

Staff should be alert to this happening in Primary School as well as to older siblings.

14.3 HONOUR BASED VIOLENCE

Honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

Staff in school need to be alert to the possibility of a child being at risk of, or having already suffered, HBV.

See pages 13 – 14 of the [Multi - agency guidelines: Handling cases of forced marriage](#) and pages 38 – 41 and 59 – 61 of the [Multi agency statutory guidance on FGM](#) for further information.

Staff should be alert to this happening in Primary School as well as to older siblings.

15.0 CHILDREN WHO GO MISSING FROM EDUCATION

This school monitors attendance and addresses it when it is poor or irregular. The Head Teacher will notify the LA of any pupil that fails to attend regularly.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school’s procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education (the school will obtain written confirmation/information from the parents);
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

This is done through the Educational Welfare Service.

Before deletion the school will notify the EWO of any children vulnerable to going missing. If children move schools and the school is notified through a third party, then the EWO will also be informed. The school will endeavour to follow up any such moves through the admissions team at the appropriate authority.

The school is required to notify the LA within 5 days when a pupil's name is added to the admissions register (other than when pupils are registered at the start of the school's youngest year).

Further information can be found in the [Children Missing Education](#) guidance

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);

- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

16.0 PEER ON PEER ABUSE

We recognise that children are capable of abusing their peers. We understand that the child who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

What is peer on peer abuse?

Peer on peer abuse can take the form of:-

1. Bullying (including Cyberbullying)

- ‘Cyberbullying’: involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

What action is taken in response to concerns about bullying?

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Please see the school Anti-bullying Policy to further understand how bullying is responded to by the school. Include information about how incidents are recorded and analysed to identify trends and how this information is linked to work completed with pupils/students to educate them about the impact of bullying.

2. Child Sexual Exploitation

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that:-

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the

perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

It is important to remember that there are different models of CSE (see Chapter 8 – Exploitation), including peer on peer sexual exploitation. Many children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies. Often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in.

What action is taken in response to concerns that a child might be being sexually exploited by a peer?

Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate (including support for the child who is deemed to be 'perpetrating' the abuse.)

3. Harmful Sexual Behaviour

Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

What action is taken in response to concerns that a child has exhibited harmful sexual behaviour?

- The school uses the 'Brook Sexual Behaviours Traffic Light Tool
- Our normal safeguarding procedures will be followed here and a referral made to social care as appropriate, for both the child displaying the behaviours and also any child who has been involved and may have been harmed.

4. Sexting

Harmful sexual behaviour also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be committing a criminal offence. Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

Responding To A Sexting Incident

See also the UK Safer Internet Centre and SWGfL guidance 2016

Step 1 - If a device is involved, staff will endeavour to secure the device and switch it off. They will then report immediately to the DSL or deputy DSL.

Step 2 - The DSL / deputy will consider the following:

- Significant age difference between the sender/receiver involved
- If staff recognise the child as more vulnerable than is usual (ie at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances)

Step 3 - If these characteristics present cause for concern, then the DSL or deputy will escalate and make a referral to children's social care. The police may also be contacted at this point.

Step 4 - A record of the incident will be made, including actions taken / not taken and the justification for these decisions (linked to the points above).

5. Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Definitions of sexual violence and sexual harassment can be found in the document listed below.

See also Sexual violence and sexual harassment between children in schools and colleges (May 18)

Responding to an incident of sexual harassment or sexual violence

Step 1 – Record the incident and report to the DSL / deputy in line with safeguarding and child protection procedures. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 2 – The DSL will consider the following:-

- Ages of children / developmental stage
- Is there a power imbalance
- One off or sustained pattern
- Has a criminal offence been committed? **If yes, contact the police**

Step 3 - If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the children involved. This may involve:-

- Dealing with internally under the school's behaviour policy
- Considering Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
- Making a referral to children's social care if the victim has been harmed, or is at risk of harm
- Making a referral to children's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours)

How does the school minimise the risk of peer on peer abuse?

Teaching and learning

This school provides a PSHE curriculum which develops pupils'/students' understanding of acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

Visit <http://www.jigsawpshe.com/> for further information

Reporting Procedures

The school's ethos encourages pupils/students to raise concerns with staff, knowing that they will be listened to, believed and valued. (Make reference here to any 'sign-posts' you may have which remind pupils/students how to respond if they are worried about peer on peer abuse)"

Expectations of behaviour

The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Please see the Behaviour Policy to further understand the steps taken to ensure all staff challenge incidents of unacceptable behaviour and how this is monitored.

Risk Assessments

Risk assessments may be written for pupils/students, who have been identified as being at increased risk of peer on peer abuse (considered for both the child perpetrating the abuse and the child who is the victim.)

These will be shared with the parent/carer and the pupils/students concerned.

**PART TWO – THE KEY PROCEDURES
RESPONDING TO CONCERNS ABOUT A CHILD**

17. INVOLVING PARENTS/CARERS

Concerns about the welfare or safety of pupils/students will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the child. Our first priority is the child's welfare and therefore there may be occasions when concerns about a child means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Children's Social Care, the parent/carer will be contacted and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the child.

Where reports are written about pupils/students as part of the Child Protection process, the school will provide opportunity prior to the Conference to share the content with parents and carers.

How do we ensure parents and carers understand the school's role in safeguarding pupils/students?

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupils/students and our duty of care. The policy and procedures are available to parents and carers via the school website and a paper copy can be requested by contacting the school office.

During pupil/student induction meetings for parents and carers information will also be discussed about the school's safeguarding responsibilities.

18. MULTI-AGENCY WORK

At Reading Borough Council MASH includes:

- Social care
- Police
- Health Visitors/School Nurses
- Youth and Young Offenders Team
- Education Welfare Officers

19. OUR ROLE IN SUPPORTING CHILDREN

In School:

- A broad and balanced curriculum
- ELSA for 1:1 work and small groups
- Play Therapy for 1:1 work and small groups
- Speech & Language LSA
- Bespoke behaviour programmes
- SENCo Assistant working across the school and with parents
- 0.2 SEND teacher based in EYFS
- Breakfast and After School Club

- Variety of clubs after school
- Holiday club access

External support available in/through school:

- Speech & Language Therapy
- Educational Psychologist
- Educational Welfare Officer
- Berkshire Woman's Aid

20.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

If an allegation that any member of staff (including any volunteer or Governor) may have:

- 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.

The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the LSCB.

Allegations made against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The Head Teacher, rather than the Designated Person will manage the allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response. This will be done as outlined in *Keeping Children Safe in Education September 2016 Part 4*.

The Head Teacher (or Chair of Governors) will report without delay to the Local Authority Designated Officer (LADO).

Staff who have concerns about another staff member should refer this to the Head teacher. If it is about the Head teacher then this should be referred to the Chair of Governors. Staff should also see the Whistleblowing policy.

Other whistleblowing channels are available to staff:

[Advice on Whistleblowing](#)

[NSPCC Whistleblowing Helpline](#) or call 0800 028 0285 (8am – 8pm Mon – Fri)

Email help@nspcc.org.uk

21.0 CHILDREN WITH ADDITIONAL NEEDS

St Mary & All Saints C of E Primary School recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.

When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- 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 overcoming these barriers.⁵

At this school The Inclusion Manager (SENCo) will be responsible for the upkeep of a SEND and Vulnerable children register to ensure that safeguarding needs are considered.

Supporting pupils/students with mental health issues

Some children can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. In school we need to be particularly vigilant about children who have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on children's mental health.

Signs of possible mental health issues include:-

- noticeable weight loss or gain
- physical injuries
- change in personality eg mood swings
- frequently missing lessons
- social isolation
- lethargy and disinterest
- tearfulness or appearing anxious
- lack of focus in class
- change in educational performance

Support is available via ELSA, Play Therapy and 1:1 LSA support in classroom

22.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

22.1 Private Fostering

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;

⁵ Keeping children safe in education: Sept 2016

- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

As a school we ensure that all relevant checks have been carried out by contacting social care to ensure they are aware of the arrangements and have relevant checks in place. We report concerns to Social Care as soon as we are aware of the situation.

APPENDICES

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

Neglect is the 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. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. PHYSICAL 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;

- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS/CARERS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint ;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

DEALING WITH A DISCLOSURE OF ABUSE

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB, it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You should not deal with this yourself. Clear indications or disclosure of abuse must be reported to Birmingham Children's Trust without delay, by the Head Teacher/Principal, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher/Principal.

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Head Teacher/Principal must be informed immediately. The Head Teacher/Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.

3. The Head Teacher/Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Designated Officer (LADO). The LADO will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Reading to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.

4. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward. For details of this specific procedure see the

Section on Allegations against Staff and Volunteers in the procedures of Local Safeguarding Children Board.

5. Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

7. 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.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - 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;
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.