



THE PIGGOTT SCHOOL
Charvil Primary

'Go and do Likewise' Luke 10:25 - 37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

POLICY WITH REGARD TO THE SAFEGUARDING OF CHILDREN

Date last reviewed: Autumn Term 2023

Responsibility: Headteacher and the Lead Governor for Safeguarding

Review Period: Annually

Approved:

Designated Safeguarding Lead: Mrs Claire Waite

Deputy Safeguarding Officers: Mr Neal Bhadye, Miss Emma Robinson, Mr Mark Hamilton, Mrs Jo Colby

Designated Safeguarding Governor: Mrs J Cowley - Lead Governor for Safeguarding

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Safeguarding all pupils in order to remain safe and free from harm.
2. Securing responsibilities and accountabilities through a wider safeguarding system for young people.

THE OBJECTIVES OF THIS POLICY WILL BE TO PROMOTE AND SECURE:

1. Safeguarding and promoting the welfare of children is everyone's responsibility.
2. Annual statutory training for all staff in the school community.
3. Protection of children from maltreatment, prevent impairment of children's health and development, ensure that children grow up with the provision of safe and effective care and act to enable children to have the best outcomes.
4. All staff in the school community have a secure understanding of policy and procedure in order to carry out their responsibilities effectively.

TO FULFIL THIS POLICY THE LEAD GOVERNOR AND GOVERNORS OF THE SCHOOL WILL ENSURE THAT:

1. All staff in the school read and sign to demonstrate a good understanding of Keeping Children Safe in Education (Part 1 and Annex A) and the Staff Code of Conduct.
2. The school will ensure that the Single Central Record is a robust procedure that ensures that appropriate checks and monitoring is completed regarding personnel.
3. The Designated Safeguarding Leads complete the appropriate level training every two years to ensure that an up to date, sound knowledge of safeguarding developments.
4. All staff complete the required annual training to ensure outstanding practice across the school.
5. All staff have a responsibility to provide a safe environment in which children can learn.
6. All staff are prepared to identify children who may benefit from early help or intervention in order to safeguard their well-being or meet any additional need.
7. All staff who may have a concern about a child's welfare should follow the referral process and ensure that their concern is effectively communicated.
8. DSLs should be clear how to refer and access guidance from external agencies in order to safeguard against any harm for an individual or group of children.
9. All staff should have a good understanding of how to recognise types of abuse or neglect and how to respond.

10. All staff should be clear as to how to report a safeguarding concern regarding a colleague or how to use the whistleblowing policy.
11. Governors and the SLT will ensure that safer recruitment requirements are met when recruiting for the school community.

The Piggott School recognises its responsibilities for safeguarding children and protecting them from harm.

This Safeguarding Policy will be reviewed by the Safeguarding Committee of the Governing Body.

Date of last review: September 2023

Date of next review: September 2024

Role	Name	Contact Details	Date Training Undertaken
Designated Governor for Safeguarding	Joanna Cowley	0118 940 2357	August 2021
Designated Person for Safeguarding	Claire Waite	0118 940 2357	June 2022
Deputy Designated Person for Safeguarding	Neal Bhadye	0118 940 2357	July 2022
Deputy Designated Person for Safeguarding	Emma Robinson	0118 940 2357	March 2023
Deputy Designated Person for Safeguarding	Mark Hamilton	0118 940 2357	March 2023
Deputy Designated Person for Safeguarding	Joanne Colby	0118 940 2357	May 2022
LA Safeguarding Contact/LADO (Local Area Designated Officer)	Email; LADO@wokingham.gov.uk Nicola Vines	0118 974 6141 07783 828150	
Referral and Assessment Team – WBC Children’s Social Care	Email: triage@wokingham.gov.uk	0118 908 8002	
Berkshire West Safeguarding Children Partnership (Brighter futures for children)	DSL Network – chaired by R Blyth	www.berkshirewestsafeguardingchildrenpartnership.org.uk	
Operation Encompass TVP – information sharing	Secure communication via email to Head or DSL		
ARC Information and Counselling Service	35 Reading Road Wokingham Berkshire RG41 1EG	http://www.arcweb.org.uk	
Building Resilience in Young Minds	Email: info@briym.co.uk	info@briym.co.uk	

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

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1 Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's and learners' health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

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

1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with other agencies. This policy reflects the policies of the Local Safeguarding Children Board (LSCB) who are responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

- (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
- (ii) training of persons who work with children or in services affecting the safety and welfare of children;
- (iii) recruitment and supervision of persons who work with children;
- (iv) investigation of allegations concerning persons who work with children;
- (v) safety and welfare of children who are privately fostered;
- (vi) co-operation with neighbouring children's services authorities and their Board partners;

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

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

- The Education Act, 2002, HM Guidance;
- Working Together to Safeguard Children, 2018;
- Keeping Children Safe in Education 2023

All staff at The Piggott School will sign an annual register to confirm that they have received the statutory training, adhere to the Staff Code of Conduct and that they have read and understood the Keeping Children Safe in Education 2023 document – Part 1 and Annex A

These duties are listed below:

1.2 Duties

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

- Ensure that all members of the school community including the Designated Safeguarding Governor, Designated Safeguarding Lead and all members of the school community have appropriate safeguarding procedures in place should they choose to raise safeguarding issues or concerns on any level.
- Secure an ethos within the school community where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention of the Head Teacher, DSL or the Designated Safeguarding Governor and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Ensure all adults working with children are aware of the role of the Local Safeguarding Children Board (LSCB);
- Include opportunities in the Personal, Social and Health Education (PSHE) and RE curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- Include opportunities for learning during assemblies, promotion of British Values and time for personal growth and spirituality.
- Take all reasonable measures to ensure risks of harm to children’s welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers.
- Put in place and promote robust anti-bullying, including cyber bullying, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Work with all agencies with regard to missing children, anti social behaviour/gang activity and violence/knife crime in the community.

2 School Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including off-site trips
- Involving parents and providing advice and guidance regarding safeguarding;
- Maintaining a pupil centred focus and listening to young people;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child’s welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers with regard to the DSL and Deputy DSL’s in school.

- Providing PSHCE including raising awareness with young people in what are and are not acceptable behaviours.

As per paragraph 19 of KCSIE 2022, all staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected. They may not recognise the experience as harmful.

PSHCE and RSHE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being (for example Prevent Strategy and Safer internet use)
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships
- Emphasising their personal safety and highlighting the risks of running away.

2.1 The roles and responsibilities of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.

Members of the School's Leadership Team have been assigned to the roles of DSL and Deputy DSL for Safeguarding children. They have received appropriate training and support for the roles. **Claire Waite, Neal Bhadye, Emma Robinson, Mark Hamilton, Joanne Colby**

The Deputy DSLs will provide additional support to ensure the responsibilities for safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the DSL in dealing with referrals, attending Case Conferences and supporting the child/children.

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

According to the Equality Act 2010, the school must not unlawfully discriminate against any pupil because of their sex, race, disability, religion, gender reassignment, pregnancy or sexual orientation (protected characteristics) We consider carefully how we support students with protected characteristics.

The Designated Safeguarding Lead will also have a good understanding of the filtering and monitoring systems and processes in place at our school.

An incident form must be completed on CPOMS to record a safeguarding concern.

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

2.1.1 Referrals

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

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

2.1.2 Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict later, parents are aware that referrals may be made and of the role of the School;
- To share information effectively regarding welfare, safeguarding and child protection issues that may affect attendance, engagement or achievement within school.
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the DSL at the new school;
- Making sure that the Child Protection File is transferred separately from the main pupil file; It should either be posted recorded delivery to the DSL at the new school or sent via secure email, unless the child is leaving year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Officer at Wokingham Borough council (WBC) so that the child's name can be included on the data base for CME;
- Cascading safeguarding advice and guidance issued by the Local Safeguarding Children Board (LSCB)

2.1.3 Training

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will attend training for DSLs in Child Protection training and a refresher will be completed every 2 years in order to:

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

The Senior and Deputy Designated Persons will ensure staff receive appropriate Safeguarding training annually. Safeguarding is a regular agenda item on all staff meetings to ensure that up to date information regarding procedures such as the Prevent strategy are shared and discussed in open forums. Online training can also be used to further enhance knowledge and understanding.

Free on line training can be accessed at:

- PREVENT <https://www.gov.uk/guidance/prevent-duty-training>
- CSE <https://www.virtual-college.co.uk/resources/free-courses/keep-them-safe>
- FGM <https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm>

All staff, including Governors and Trustees, will be expected to undergo training on Safeguarding every year, to enable them to fulfil their safeguarding responsibilities effectively:

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive the same safeguarding training.

- safeguarding training will ensure that staff
 - have an overview of the organisation and its safeguarding accountabilities.

- understand its purpose, values, services and structure
- have a secure understanding of current safeguarding issues and developments
- are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home
- know that they must report any concerns immediately to the DSL team.
- understand confidentiality issues.

3 Roles and Responsibilities of the Head Teacher

The Head Teacher will ensure that:

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

4 Roles and Responsibilities of the Governing Body

The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor **Joanna Cowley** will undertake initial Safeguarding training and refresher training every year. In line with KCSIE September 2023, all governors will undertake the Safeguarding training or appropriate e-learning training. All Governors will undertake an enhanced DBS check and Prevent training.

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

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff and any subsequent staff disciplinary hearings.
- The school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor is able to confide in and be supported by the Chair of Governors;
- The Head Teacher, and all staff who work with children, will undertake a detailed Safeguarding training session with a refresher training every year.
- The Senior and Deputy Designated Safeguarding Leads are trained and attend a one day refresher course every two years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

5 Identifying Concerns

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

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

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

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

6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Child Protection concern it will be passed immediately to the DSL who will contact the Local Authority Designated Officer (LADO) if appropriate- see page 1 for contact details

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

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

All staff must be aware that they have a professional responsibility to share information, both within school and with other external agencies, in order to safeguard children.

7 Records and Monitoring

Any concerns about a child will be shared immediately with the DSL and subsequently recorded on CPOMS within 24 hours of the disclosure. All records must provide a factual, evidence-based account. Accurate recording of actions must be made. Records will be signed, dated and where appropriate witnessed.

The school will hold safeguarding records, for example, a record of concern log or the multi agency referral form or a central list of those pupils who have a child protection plan in place, electronically on the CPOMS, Two-factor authorization is required to access safeguarding files. Authorisation to access these electronic records will be controlled by the DSL.

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

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

On transfer of a child, safeguarding information is sent electronically where the receiving school has the CPOMS system. If they are using a paper-based system, a paper copy of the file is printed and hand-delivered, and a receipt requested. All files are delivered to the receiving school's Headteacher or DSL.

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

8 Supporting children

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

We will endeavour to support our pupils through:

- Working to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensuring that all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty;
- 1:1 nurture work with pastoral staff and the opportunity to talk to an adult of their choice at any time;
- Ensuring that children who may be LGBTQIA+ have a trusted adult who they can open with.
- Regular consultation with children e.g. through questionnaires, participation in anti-bullying assemblies and presentations, monitor playground incidents;
- Safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 and Year 11 to prepare for transition to secondary school and further education with regard to independence; Liaison with other agencies that support the pupil, such as Social Services, Foundry College and Education Psychology Service;
- Ensuring all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Implementation of the school Behaviour for Learning Policy which is aimed at supporting vulnerable pupils. The school will ensure that pupils know what behaviour is acceptable and that they understand that sanctions will apply along with restorative justice and forgiveness as appropriate.
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that all staff are aware of the increased risk of vulnerability and additional challenge for children with special educational needs

Understanding signs of abuse and neglect – signs and symptoms are covered in statutory training

- **Sexual Abuse**
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities.

- Physical Abuse
Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illness
- Emotional Abuse
Emotional abuse is the persistent emotional maltreatment of a child.
- Neglect
Neglect is the persistent failure to meet a child's physical and/or psychological needs.

8.1 Radicalisation and Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Our School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, with freedom of speech comes responsibility. Free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

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

Response

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Headteacher or to the Designated Safeguarding Officers who will follow safeguarding procedures in the Prevent Policy. The DSL will assess the risk of the child being drawn into terrorism. This assessment will be based on an understanding of the potential risk in the local area, in collaboration with our local safeguarding partners and local police force.

If the matter is urgent then Thames Valley Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then contact should be via 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

Additional support and guidance can be found [Educate Against Hate](#) and through the charity [NSPCC](#)

8.2 Forced Marriage (FM)

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

Further information can be found at 'The right to choose: government guidance on forced marriage – Gov.uk'

8.3 Female Genital Mutilation (FGM)

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

The duty applies to all persons employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education's procedural information for full details: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

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

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

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

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

8.4 Domestic Abuse / Coercive Control

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religious beliefs, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling/coercive behaviours can be present, not only the act of violence.

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

Children may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships. These can have a detrimental and long-term impact on their health, well-being, development and ability to learn.

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

8.5 Child Sexual Exploitation (CSE)

DfE statutory definition for CSE 2017

Child Sexual Exploitation is a form of child sexual abuse. It occurs where 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.

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

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

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

If a member of staff is concerned that a pupil is the subject of CSE then this should be reported to the Headteacher or Designated Safeguarding Officer. The DSL will trigger the local safeguarding procedures, which could include a referral to the local authority's children's social care team and the police, if appropriate.

8.6 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children includes children being forced to work on cannabis farms or to commit theft

Criminal exploitation is a form of modern slavery that sees victims being forced to work under the control of highly organised criminals in activities such as forced begging, shoplifting and pickpocketing, cannabis cultivation, drug dealing and financial exploitation. This type of exploitation is commonly known as 'County lines'

County lines means groups or gangs using young people or vulnerable adults to carry and sell drugs from borough to borough, and across county boundaries. This almost exclusively involves violence, intimidation and the offer of money or drugs.

Further information and support can be found using the 'County Lines Toolkit for professionals' [County Lines Toolkit For Professionals | The Children's Society \(childrenssociety.org.uk\)](https://www.childrenssociety.org.uk/what-issues-and-challenges/county-lines)

The School remains committed to working alongside the police and other agencies in order to support early recognition and intervention for young people who are at risk of this type of exploitation.

8.7 Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. A whole school approach to online safety educates and empowers our students to make safer choices with their technology. Our curriculum and pastoral care structure establish mechanisms to identify, intervene in and escalate any concerns regarding the online activity of our students.

The breadth of the issues are considerable and evolving but can be categorised in four areas of risk :

- | | |
|-------------|--|
| a. Content | Illegal, inappropriate or harmful content |
| b. Contact | Harmful online interaction with other users – exploitation |
| c. Conduct | Online behaviour increasing the likelihood of harm or risk |
| d. Commerce | Online risk – gambling, advertising, phishing, financial scams |

The school will ensure that appropriate filters and monitoring systems are in place to minimise risk, including robust tracking systems of activity and transparency of practice. Appropriate levels of security protection are in place in order to safeguard all members of the school community.

The school will systematically review process and procedure in accordance to changes in technology and the online platforms available to our learners.

The school will train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities

around filtering and monitoring. Staff in EYFS will lock their phones away in the staff cloakroom area during the school day.

The school is committed to working alongside parents to ensuring that they are supported, educated and confident in keeping their children safe on line.

8.8 Honour based violence

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

The school will respond to any concern in accordance with normal safeguarding procedures.

8.9 Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. KCSIE 2023 emphasises this.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes. Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age. Prompt action and early intervention are crucial to discharging this duty effectively and in ensuring that children are safe and receiving suitable education.

The school will alert the Education Welfare Service when an unexplained absence extends to 10 days. At 20 days a formal CME referral will be submitted for action.

8.10 Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

We will follow our procedures for unauthorised absence and for dealing with children who are absent 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 going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

8.11 Child-on Child abuse, sexual violence and sexual harassment

Child on child abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour and gender-based violence.

It occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It can include bullying, cyberbullying, sexual violence, harassment and sexting. It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate. Behaviour may be criminal.

Reports of child on child abuse will be dealt with in accordance to the safeguarding and behaviour policy. Referrals will be made to external agencies as required in order to complete a full risk assessment and secure a support plan for the young people involved.

Staff should recognise that children are capable of abusing their peers and such behaviour should not be tolerated or passed off as “banter” or “part of growing up”. Children should feel encouraged and empowered to report all behaviour that may be perceived to be child-on child abuse. It is important that children understand that the law is there to protect them rather than criminalise them. Schools must understand intra familial harms and respond with any necessary support for siblings following incidents.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

To minimise the risk of child on child abuse the school will:

- Take all allegations of peer-on-peer abuse seriously and respond in accordance to the safeguarding and behaviour policy.
- Challenge any form of derogatory or sexualised language or behaviour. Empowering young people to be courageous advocates for acceptable conduct and to report all concerns.
- Ensure that the curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure that all pupils know how to report a concern and that they know how they will be supported following the disclosure.

Local authority children’s social care and the police will be important partners where a crime might have been committed. The school will work alongside relevant agencies and statutory safeguarding partners to ensure robust and high impact discussions. KCSIE Part five contains a number of helpful resources for the school.

8.12 Mental Health and Safeguarding

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that a child may be experiencing a mental health problem or be at risk of developing one. A concern regarding challenged mental health should be treated as a safeguarding concern and staff should refer the concern in accordance with the school policy. The concern will be assessed, and a support plan will be determined for the pupil. Where necessary, specialist advice and guidance will be sought.

The school recognises that early intervention is key to securing positive mental health and the school has multiple tiers of pastoral care and pathways available for students who required intervention or support.

There is an ongoing commitment in the school to educate young people in recognising how to secure positive mental health and how to build resilience and well being through lifestyle and healthy choices. Where students require additional support, the school will intervene to ensure the very best outcomes for a young person and their family

9 Recruitment

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

We accept that it is our responsibility to follow the guidance set out in Keeping Children Safe in Education 2023, including online checks for shortlisted candidates.

All recruitment panels will include a member of the Senior Leadership team who has completed the Safer Recruitment training. The schools commitment to Safeguarding will be explicit throughout the recruitment process.

10 Volunteers

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

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

For pupils under 8

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

11 Safe Staff including Safeguarding concerns and allegations made about staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children. Records of these checks will be kept in accordance with Keeping Children Safe in Education 2023.

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

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or relevant member of the Senior Leadership team. The Head Teacher or relevant member of SLT will then consult with the Local Area Designated Officer.

Allegations against the Head Teacher are reported to the Chair or Vice Chair of Governors, and referred to the Local Authority Designated Officer (LADO) - see page 2 for contact details.

All safeguarding concerns or allegations about staff will be dealt with in accordance to local safeguarding procedures and practice and in line with KCSIE September 2023.

All low level concerns will be dealt with in line with standard safeguarding practice in the school , ensuring a clear procedure for sharing concerns via a clear, easy to understand and implement process. This process is shared in the annual statutory training with all staff.

12 Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. All staff in the school will read and sign the Staff Code of Conduct annually.

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

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

If any member of staff has reasonable suspicion that a child is suffering harm or at risk, and fails to act in accordance with this policy, this will be viewed as misconduct or gross misconduct, and appropriate action will be taken.

13 Supporting staff

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

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

The Senior and Deputy Designated Persons and the Head teacher can seek personal support through ARC counselling services and Supervision from Building Resilience in Young Minds. See page 2 for contact details, or other appropriate counselling services.

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

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

14 Images of Children and Young People

The use of digital images in schools is a complex area.

- **School Policy** – The school has a clear and sufficiently detailed policy which covers the taking and use of digital images and video of pupils and takes steps to ensure that it is understood and enforced. Particular care will be taken when images of pupils may pass beyond the direct control of the school and into the public domain, e.g. on the school website, social networking. Guidance will include reference to the storage and deletion of images of pupils, including the policy on the use of devices with a facility to store or transfer

data to other locations (e.g. 'cloud' storage) to ensure the school is line with ICO (Information Commission's Office) guidance.

- **Acceptable Use Agreements** – Staff and pupils sign ICT Acceptable Use Agreements. For staff this includes a section on the use of digital images and clarification about the position regarding the use of personal mobile phones/cameras for taking pictures. Where volunteers are supporting school staff, they should abide by the same rules as school staff as far as is reasonable.
- **Parental Permission** – The school will ensure that appropriate written permissions are obtained before any photographs or videos are used. Where parental permission has not been obtained, or it is known that a pupil should not be photographed or filmed, every reasonable effort should be made to ensure that a pupil's image is not recorded.
- **Parents taking photographs or video** – Where the school chooses to allow the recording of images at events it will be made clear that images may only be recorded for personal use and can only be shared with immediate family and friends. Images must not be shared on social networking sites or other websites that are accessible by the general public.
- **Events/Activities involving multiple schools** – When taking part in events organised by other schools or organisations, the schools involved will consider what image guidelines should apply. For larger events it is reasonable to expect that specific image guidelines should be in place. Consideration should be given as to how those attending the event will be informed of the image guidelines that apply. Although the school will make reasonable efforts to safeguard the digital images of pupils, parents should be made aware that at some types of event it is not always realistic to strictly enforce image guidelines. The school cannot therefore be held accountable for the use of images taken by parents or members of the public at events.

15 Before and After School Activities and Contracted Services

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

16 Links to other School policies

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

Please find below the relevant policies and procedures to support safeguarding.

Acceptable Internet usage

Acceptable us of mobile technology

Anti Bullying

Attendance

Behaviour management policy

BYOD

Code of Conduct for staff

Emergency procedures

Lockdown procedures

Medical needs policy

Prevent strategy

Racism reporting

SEND policy

Sex and Relationships Education

SMSC

Substance abuse

Whistleblowing

Keeping Children Safe in Education 2023