



Child Protection and Safeguarding Policy

This policy has been adapted from the West Berkshire model child protection and safeguarding policy.

Contents

1.	Key Contacts
2.	Purpose
3.	Introduction
4.	Terminology
5.	School Policy
6.	Statutory Framework
7.	Roles and Responsibility
8.	The Responsibility of Governing Bodies, Proprietors and Management
9.	Procedures
10.	Training and Support
11.	Professional Confidentiality
12.	Records and Monitoring
13.	Attendance at Child Protection and Safeguarding Meetings
14.	Pupils at Risk
15.	E-safety
16.	Safer Recruitment
17.	Teacher Prohibition Orders
18.	Professional Boundaries for Staff and Code of Conduct
19.	Whistleblowing
20.	Radicalisation and Extremism
21.	Allegations
22.	Boarding Schools, Residential Special Schools and Children's Homes
23.	Appointment of Designated Teacher for Children who are Looked After
24.	Looked after Children
25.	Children with Special Educational Needs and Disabilities
26.	Inspections
27.	List of Appendices
Appendix 1	Types of Abuse and Neglect
Appendix 2	Recognising Abuse and Neglect
Appendix 3	Further Information on Specific Safeguarding Issues (including Children Missing, CSE /FGM/ Radicalisation)
Appendix 4	Keeping Children Safe in Education, Sept 2016 Part One: Safeguarding Information for all Staff
Appendix 5	Role of the Designated Safeguarding Lead
Appendix 6	West Berkshire's Information Sharing Flowchart
Appendix 7	Links to Government Guidance Documents

I. Key Contacts

Key Contact List for Safeguarding in St Andrew's School

	Name	Telephone contact	Email
Designated Safeguarding Lead	Jon Bartlett	07729 359384	headmaster@standrewspangbourne.co.uk
Deputy Designated Safeguarding Lead	Fiona Armstrong	0118 9744276	armstrongf@standrewspangbourne.co.uk
Safeguarding Governor	Jennifer Kingsland	0118 9744276	registrar@standrewspangbourne.co.uk

Key Contacts within the Local Authority / Berkshire LSCB Procedures (<http://berks.proceduresonline.com>)

	Name	Address	Telephone contact	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only: 01635 503190 Parents only: 01635 503090 or emergency duty team (outside office hours): Tel: 01344 786543 Fax: 01344 786535	child@westberks.gov.uk
Prevent Officer Thames Valley Police	DS Kulvinder Bansal	Reading Police Station Castle Street Reading RG1 7TH	07788 307178	Kulvinder.bansal@thamesvalley.pnn.police.uk
Safer Communities Partnership Team Manager and PREVENT Lead, West Berkshire Council	Susan Powell	Strategic Support West Berkshire Council 20 Mill Lane Newbury RG14 5QU	01635 264703 07881 856801	susan.powell@westberks.gov.uk www.westberks.gov.uk
Principal Education Psychologist and PREVENT Link for Education	Cathy Burnham	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519014	cathy.burnham@westberks.gov.uk
Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, Local Authority Designated Officer for Schools, Principal Education Welfare Officer / PEWO (contact can be made via CAAS)	Karen Pottinger	Council Offices Turnham's Green Park Pincent's Lane Tilehurst Reading Berkshire RG31 4UH	01635 503190	karen.pottinger@westberks.gov.uk
Schools Safeguarding Officer	Wendy Lunt	Council Offices Turnham's Green Park Pincent's Lane Tilehurst Reading Berkshire RG31 4UH	0118 9167770	wendy.unt@westberks.gov.uk

Service Manager Children	Juliet Penley	Council Offices West Street House West Street Newbury Berkshire RG14 IBD	01635 503190	juliet.penley@westberks.gov.uk
Local Authority Designated Officer (contact can be made via CAAS)	Debi Miles	Council Offices West Street House West Street Newbury Berkshire RG14 IBD	01635 503153	cpadmin@westberks.gov.uk cpadmin@westberks.gcsx.gov.uk
Senior Education Welfare Officer, Anti-Bullying Accreditation Lead	Linda Curtis	Council Offices West Street House West Street Newbury Berkshire RG14 IBD	01635 519788	linda.curtis@westberks.gov.uk
Exclusions Officer	Andy Cordell	Council Offices West Street House West Street Newbury Berkshire RG14 IBD	01635 503409	andy.cordell@westberks.gov.uk

2. Purpose

An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child.

This policy links with Berkshire Local Safeguarding Children Board child protection procedures. These procedures can be found by clicking on the following link, which is saved as a shortcut on all school staff computers and laptops, as stated in the document: <http://berks.proceduresonline.com/>.

3. Introduction

- 3.1 St Andrew's takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (*Children Act 1989*). "Safeguarding and promoting the welfare of children are defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes" (*Keeping Children Safe in Education, September 2016*).
- 3.2 Section 175 of the Education Act 2002 places a statutory responsibility on governing boards to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (*Working Together to Safeguard Children 2015*). Part 2 of *Keeping Children Safe in Education, September 2016* sets out the responsibilities of governing boards including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or governing boards.
- 3.3 Section 11 of the Children's Act 2004 sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns. Safeguarding is everyone's responsibility and should be a child centred approach" (*Working Together, 2015*).

- 3.4 There are five main elements to this Child Protection and Safeguarding Policy:
- a) Ensuring we practise safer recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
 - b) Establishing a safe environment in which children can learn and develop. This can be achieved by the creation of a positive school atmosphere and teaching, and the pastoral support offered to pupils.
 - c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.
 - d) Developing and then implementing procedures for:
 - Identifying and reporting cases, or suspected cases, of abuse
 - Offering support to students who may be at risk of, or vulnerable to, violent and non-violent extremist or terrorist narratives.
 - e) Support to pupils who may have been abused.

3.5 This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to St Andrew's.

3.6 This school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

4. Terminology

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see *Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children, 2015*) in respect of those children who have been identified as suffering, or being at risk of, suffering harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Keeping Children Safe in Education, September 2016*)

Working Together to Safeguard Children, March 2015 states that "safeguarding children and protecting them from harm" is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult, or adults or another child or children.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Children includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role (for example, step-parents, foster carers and adoptive parents).

Extremism refers to the Government's Prevent Strategy which defines extremism 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."

Prevent is part of the UK's Counter-Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. "Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools, colleges and other providers in the Counter-Terrorism and Security Act 2015 to have

due regard to the need to prevent people from being drawn into terrorism” (*HM Government, 2015*). The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

1. **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who 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.

As with other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex, sending a nude, picture or selfie.

5. School Policy

5.1 We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult all help to prevent abuse and extremism. Safeguarding is **everyone’s** responsibility; therefore, **everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools and their staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (*Working Together to Safeguard Children, March 2015*) In order to fulfil their safeguarding responsibilities, professionals should make sure that their approach is child-centred and they should consider what is in the **best interests** of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. (*KCSIE, September 2016*)

5.2 Therefore, St Andrew’s will:

- a) Ensure they have a Designated Safeguarding Lead (DSL) for safeguarding, a Deputy Designated Safeguarding Lead (DDSL) and a Safeguarding Governor who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners; for designated members of staff in schools this training should take place every two years. The Designated Safeguarding Lead should be able to play an effective role in pursuing concerns and protecting children. All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child. A full description of the duties of a DSL can be found in Part 1 of KCSIE, September 2016.
- b) Ensure that there are safeguarding policies and procedures in place, which are reviewed regularly to ensure children and learners are kept safe.
- c) Ensure that all staff have signed that they have read and understood at least Part 1 of Keeping Children Safe in Education, September 2016.
- d) Ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty.
- e) Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk, and are listened to. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children’s behaviour. Staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- f) Ensure all school staff are able to identify children who may benefit from early help and the early help process as well as their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. In relation to early years, staff should demonstrate the

young children's understanding of 'how to keep themselves safe from relevant risks' and demonstrate how this is monitored across the provision.

- g) Ensure all independent schools take into account whether or not the school meets all the paragraphs in Part 2 (spiritual, moral, social and cultural development of pupils), Part 3 (welfare, health and safety of pupils), Part 4 (suitability of staff, supply staff and proprietors) and Part 5 (premises and accommodation at schools) of the independent school standards.
- h) Ensure positive behaviour is promoted consistently. Staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them. All incidents are reviewed, recorded and monitored and the views of the child are sought and understood.
- i) Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: physical, emotional, sexual and neglect. In addition, all staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff should be aware that behaviour linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. All staff then have a responsibility to take appropriate action, working with other services as needed.
- j) Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, female genital mutilation (FGM), child sexual exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service, CAAS or other relevant agencies. There are plans and help in place that are reducing the risk of harm or actual harm; there is evidence that the impact of these risks is being minimised. These risks are kept under regular review, and there is regular and effective liaison with other agencies where appropriate. (Refer to *Appendix 3* for further information on specific safeguarding issues and *Annex A in KCSIE, 2016*)
- k) Ensure all leaders, staff members and those who work directly with children are aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction which also includes going through and receiving copies of *Annex A of KCSIE, 2016*. Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe, to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.
- l) Ensure that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority, CAAS and/or the police. If a child is in immediate danger or is at risk of harm a referral should be made to CAAS and/or the police immediately. Staff will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to CAAS. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located. The relevant Designated Officer needs to be informed. Where referrals are not made by the Designated Safeguarding Lead, they should be informed, as soon as possible, that a referral has been made.
- m) Ensure all concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about the recording requirements, staff should discuss with the Designated Safeguarding Lead. Written records are made in a timely way and held/sent securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, without consent. (Please refer to *West Berkshire Council's Information Sharing Flowchart* for full guidance on information sharing, *Appendix 8*).
- n) Ensure a record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism, female genital mutilation (FGM) or that they have sought additional advice and support. Parents are made aware of

concerns and their consent is sought in accordance with local procedures, unless doing so would increase the risk of, or actual, harm to a child. If in doubt, contact CAAS for consultation and advice.

- o) Ensure there is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the actions to be taken if a professional working with the child has further concerns or information to report. All staff should have an awareness of issues around safeguarding looked after children as the most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing boards and proprietors should ensure that staff have the skills and knowledge necessary to keep looked-after children safe.
- p) Ensure children who go missing from the setting they attend receive well-coordinated responses that reduce the harm, or risk of harm, to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory Framework for the Early Years Foundation Stage' when children go missing while in the care of the provider (refer to *Appendix 3* for further information).
- q) Include in the curriculum activities and opportunities for Personal, Health, Social & Economic Education (PHSEE), which equip pupils with the skills they need to stay safe from all forms of abuse such as bullying (including cyber-bullying), sexting, peer-on-peer abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged; help and support are given to children about how to treat others with respect.
- r) Include in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- s) Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- t) Ensure that the school contributes to inter-agency working in line with statutory guidance (*Working Together to Safeguard Children, March 2015*). Schools should work with social care, CAAS, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or consider whether to conduct, a section 17 assessment or a section 47 enquiry (*Children's Act 1989*). As part of meeting a child's needs, it is important for governing boards and proprietors to recognise the importance of information sharing between professionals and local agencies. Data protection fears should not be a barrier to information-sharing as the safety of the child is paramount. Although inter-agency working and information-sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- u) Ensure appropriate action is taken when children stop attending the setting; for schools, this includes informing the local authority when a pupil is going to be deleted from the register.
- v) Ensure the school practises safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to guarantee that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- w) Ensure all staff and carers have a copy of, and understand the written procedures for, managing allegations of harm to a child. Staff know how to recognise that children are capable of abusing their peers; governing boards and proprietors will ensure that allegations of peer-on-peer abuse will be investigated and dealt with. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children. Governing boards and proprietors should ensure that there is a procedure in place to handle allegations against teachers, head teachers, principals, volunteers and other staff. Such allegations should be referred to the Designated Officers at the local authority by the appropriate person (*set out in Part 4 of KCSIE, September 2016*).

6. Statutory Framework

6.1 This policy is in line with guidance from the following legislation and statutory guidance:

- a) The Children Act 1989 and Section 11 of the Children's Act 2004 (see *Appendix 1*)
- b) The Education Act 2002 (*Section 175*)
- c) The Education (Pupil Information) (England) Regulations 2005
- d) Dealing with Allegation of Abuse Against Teachers and Other Staff 2011
- e) Working Together to Safeguard Children, March 2015 (see *Appendix 1*)
- f) Keeping Children Safe in Education, September 2016 (see *Appendix 1*)
- g) Inspecting Safeguarding in Early Years, Education and Skills Settings 2015, Ofsted
- h) Berkshire LSCB Child Protection Procedures <http://berks.proceduresonline.com/index.htm>
- i) What To Do If You're Worried a Child Is Being Abused (see *Appendix 1*)
- j) Prevent Within Schools: a Toolkit for Schools, May 2015
- k) Inspecting Safeguarding in Early Years, Education and Skills Settings, Ofsted

Copies of the above can be accessed (shared P drive). They can also be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk. Independent schools should also be familiar with the content of the Education (Independent Schools Standards) Regulations 2014.

7. Roles and Responsibility

7.1 All adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within schools and the local authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in Section 1 of this document.

7.2 It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely contact with Contact, Advice and Assessment Services (CAAS) and the Prevent Officer at Thames Valley Police, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If the child resides out of the West Berkshire area, it is the responsibility of the Designated Safeguarding Lead to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If, for any reason, the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence (see *Section 1*). Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal child protection procedures; to advise staff and to offer support to those requiring this.

7.3 The Designated Safeguarding Lead and the Headteacher provide an annual report for the Governing Boards detailing any changes to the policy and procedures, the training undertaken by all staff and governors and other relevant issues. The school will then complete the Annual Audit of Safeguarding in Schools. The purpose of the Annual Audit of Safeguarding in Schools is to keep the Local Safeguarding Children Board (LSCB) updated on how schools in the authority are managing their statutory responsibilities to safeguarding (*Section 175 Education Act 2002, Section 157 Education Act 2002 and Section 11 Children's Act 2004*). The findings of the audit will then be reported to West Berkshire LSCB.

7.4 The Lead Officer in Education for Safeguarding, Prevent Lead in Education and the Education Welfare and Safeguarding Officer (see *Section 1*) are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the school's Designated Safeguarding Lead (see *Section 9*).

7.5 The Designated Safeguarding Lead will be responsible for addressing any barriers to effective inter-agency working and will report to the Headteacher when it has an effect on safeguarding children.

8. The Responsibility of Governing Bodies, Proprietors and Management Committees

8.1 Part 2 of Keeping Children Safe in Education (KCSIE) September 2016 sets out the responsibilities of governing boards, proprietors and management committees. Governing bodies, proprietors and management committees (to be known as 'governing bodies' and 'proprietors' in this document) must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

- 8.2 The governing board and proprietors must ensure a member of the Senior Leadership Team is designated as the Safeguarding Lead (DSL) and that there are arrangements for a Deputy Designated Lead. The governors ensure that this person has appropriate training. Governing boards and proprietors should ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- 8.3 The governing board is responsible for nominating a governor to take the lead in overseeing Safeguarding and Child Protection. This governor is known as the Safeguarding Governor. Governing bodies and proprietors should ensure there are effective and 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. This should include:
- an effective Child Protection and Safeguarding Policy is in place and is approved by the Governing Board on an annual basis (and as and when other updates occur)
 - a Staff Behaviour Policy is available (sometimes called the code of conduct) which should amongst other things include: acceptable use of technologies, staff/pupil relationships and communications including the use of social media
 - schools need to ensure that they adopt recruitment procedures that help deter, reject or identify people who might abuse children. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.
- 8.4 This is not intended to be an exhaustive list. These policies, along with Part 1 of KCSIE, September 2016 and information regarding the role of the Designated Safeguarding Lead, should be provided to all staff on induction. Governing bodies and proprietors should take a proportional, risk-based approach to the level of information that is provided to temporary staff and volunteers.
- 8.5 The Child Protection Policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB), be updated annually (as a minimum), and be available publicly either via the school website or by other means.
- 8.6 Headteachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- 8.7 Governing boards and proprietors should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect (including sexual abuse or exploitation) and to help prevent the risks of their going missing in future. The [Government Missing Persons Strategy](#) and the department's [Children Missing Education Statutory Guidance for Local Authorities](#) guidance provides information that governing bodies and proprietors might find useful when considering children who go missing from education.
- 8.8 Governing boards are responsible for ensuring the school has in place statutory policies and procedures for safeguarding, safer recruitment, allegations management and whistleblowing. The named governor for safeguarding and whistleblowing will have oversight of how the policy and procedure are followed.
- 8.9 Governing boards and proprietors should also ensure that their Child Protection Policy includes procedures to minimise the risk of peer-on-peer abuse and sets out how allegations of peer-on-peer abuse will be investigated and dealt with.
- 8.9.1 The Governing board should appoint a Safeguarding Governor who should act as the link between the governing board and the school in relation to child protection and safeguarding, ensuring that the Safeguarding Governor meets with the Designated Safeguarding Lead(s) regularly in order to understand:
- a) how the relevant policies connected with safeguarding and safer recruitment are being implemented;
 - b) the challenges and issues that the school staff are managing in order to ensure that children are kept safe at all times;
 - c) how safer recruitment is being practised and recorded.

Training

- Training undertaken by both staff and governors is in line with advice from the Local Safeguarding Children's Board (LSCB). Safer recruitment and all required training are compliant and meet the required standards
- The Safeguarding Governor and other governors undertake relevant induction and refresher safeguarding and child protection training throughout their term of office as a governor

- The Safeguarding Governor completes a Level 1 Universal Safeguarding Training Induction
- At least one member of the governing board is safer recruitment trained

Single Central Record

- Ensure that all governors have completed DBS checks which are recorded on the single central record
- The single central record details of staff and other volunteers is current, complete and compliant

Governing Board Meetings

- Safeguarding and child protection are always an agenda item at governing board meetings
- The annual safeguarding audit has been returned to the local authority in a timely manner and is reported upon at a relevant governing board meeting.

8.9.2 The governing board and proprietors must ensure a designated teacher for Looked-After Children (LAC) is appointed to promote the educational achievement of looked after children, and ensure that this person has appropriate training. The most common reason for children to become looked after is as a result of neglect and/or abuse. Governing boards and proprietors should ensure that all staff have the skills, knowledge and understanding necessary to keeping looked-after children safe.

8.9.3 In maintained schools and academies the Designated Teacher for LAC should work with the Virtual School Head to discuss how optimal funding (pupil premium plus additional funding are issued to Virtual School Heads) can be best used to support the progress of looked-after children in the schools and meet the needs in the child's personal education plan (PEP). In other schools and colleges an appropriately trained teacher should take the lead.

9. Procedures

9.1 Staff are kept informed about child protection and Prevent responsibilities and procedures through induction, briefings and on-going awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff (e.g. contractors). The Headteacher will ensure that they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

9.2 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and radicalisation, or female genital mutilation (FGM) may have occurred **must** report it immediately to the Designated Safeguarding Lead (see *Section 1*) or, in their absence, the Deputy Designated Safeguarding Lead (see *Section 1*). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. There is a mandatory reporting requirement for health, teaching and social care professionals to report cases of FGM to the police.

9.3 The Designated Safeguarding Lead or their Deputy will **immediately** refer cases of suspected or actual abuse or allegations to West Berkshire's Contact, Advice and Assessment Service (CAAS) for West Berkshire cases or the appropriate local authority where the child lives outside West Berkshire. If the incident of abuse actually occurred within the West Berkshire boundary, it will be referred to West Berkshire's CAAS (see *Section 1*). In cases where a student may be vulnerable to, or exhibiting, extremist views the Designated Safeguarding Lead or their Deputy will also refer cases to the Prevent Officer at Thames Valley Police, as well as making a 'contact' to CAAS (see *Section 1*).

9.4 The Designated Safeguarding Lead or Deputy will follow the most up to date contact and referral procedures for West Berkshire's CAAS.

9.5 To decide whether a 'contact' with CAAS is appropriate, the Designated Safeguarding Lead (or Deputy) will telephone CAAS on the dedicated professionals' number: **01635 503190**.

9.6 Once this is determined, all contacts to CAAS will be made by telephone (**01635 503190**) where the contact will be screened by a social worker. As part of the CAAS screening process, a decision may be taken by CAAS for a case to be passed to the Multi-Agency Safeguarding Hub (MASH). This is an additional multi-agency information-gathering process to enhance the current service provision of CAAS. MASH will be co-located with CAAS; the MASH process will assist in the early identification of safeguarding concerns.

9.7 Where there is a child protection concern, allegation or disclosure, a phone call will **immediately** be made to CAAS (or the emergency duty team if outside office hours) to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent CAAS from putting in place timely, protective

measures for the child or young person. In the event of a Prevent concern or allegation, a phone call will also be made to the Prevent Officer at Thames Valley Police.

- 9.8 If it is decided that the contact does not meet the thresholds for CAAS, advice will be provided by the social worker as to whether there is a role for targeted intervention/early help services. The Threshold Criteria for WBC Children's Services can be found at **Threshold Criteria for WBC Children's Services**.
- 9.9 In cases where the child resides outside West Berkshire, the Designated Safeguarding Lead will make themselves familiar with referral processes for the child protection team in the child's home authority.
- 9.10 The school will always undertake to share our intention to refer a child to CAAS with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the school will take advice from CAAS and/or the police.
- 9.11 A statement in the school brochure and on the school website will inform parents and carers about our school's duties and responsibilities under child protection procedures. This policy will be made freely available to parents and carers on the school website and in hard copy, on request.

10. Training and Support

- 10.1 The Headteacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. This training needs to be kept up to date by refresher training. Governing boards and proprietors should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be updated regularly. Induction and training should be in line with advice from the LSCB. In addition, all staff members should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings), as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will also include Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff. Awareness training in West Berkshire is currently called **Universal Safeguarding Training**.
- 10.2 The Designated Safeguarding Lead will ensure that all staff complete Universal Safeguarding Training and that this is refreshed every three years. Staff training records will be kept up to date to monitor this. Initial Universal Safeguarding Training will be completed by attending a Universal Safeguarding Training session delivered either by the local authority or school Designated Safeguarding Lead (if appropriate training has been completed). After this, refresher training can be completed online using West Berkshire's online training provision.
- 10.3 All staff, students, supply staff and regular visitors to the school will be told where the policy is kept, given the name of the Designated Safeguarding Lead and informed of the school's procedures in reporting concerns.
- 10.4 The Designated Safeguarding Lead and any nominated Deputies will complete local authority Designated Safeguarding Lead Training and this will be refreshed every two years. This will be recorded on staff training records and monitored by the Designated Safeguarding Lead.
- 10.5 The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.
- 10.6 Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead and their Deputies. The Designated Safeguarding Lead will seek support from the Headteacher, Prevent Officer and appropriate local authority staff where needed.

11. Professional Confidentiality

- 11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Universal Safeguarding Training mentioned in Section 10. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret. Where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation

by the appropriate authorities. Children can be reassured that only the people who 'need to know' will be informed that this will be the minimum necessary and that information will not become common knowledge.

11.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined in 11.1.

12. Records and Monitoring

12.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

12.2 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.

12.3 These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any pupil who is being monitored for child protection reasons.

12.4 If a pupil transfers from the school, these files, where appropriate, will be forwarded to the pupil's new school marked 'confidential' and for the attention of the receiving school's Designated Safeguarding Lead for safeguarding.

12.5 The Designated Safeguarding Lead will ensure that the school follows guidelines set out in the Records Management Toolkit for Schools, including 'maintaining pupil records'. The record management toolkit can be accessed at [Records-management-toolkit-for-schools](#).

12.6 The Designated Safeguarding Lead will have oversight of the school's Record Management Policy to ensure that issues around safeguarding records are addressed appropriately. A model record management policy can be found in the record-keeping toolkit, the link for which can be found in point 12.5.

13. Attendance at Child Protection and Safeguarding Meetings

13.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and a report is submitted to any Child Protection Conference or Team Around the Child meeting called for children on their school roll or previously known to them. If the Designated Safeguarding Lead is unable to attend, it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns.

13.2 Schools will be part of core groups for children subject to child protection plans. Core groups meet regularly to review and update child protection plans; the Designated Safeguarding Lead will ensure that the school is represented at these meetings and that records of the meetings are kept. When a child is made subject to a child protection plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a child protection plan.

13.3 School will engage with CAAS, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings, as appropriate. If the Designated Safeguarding Lead is unable to represent the school, the Deputy Designated Safeguarding Lead or, in the absence of either of the above, the most senior member of staff will be asked to represent the school.

14. Pupils at Risk

14.1 The school recognises the importance of identifying vulnerable pupils that may be at risk of abuse (*Categories of Abuse*, see *Appendix 2*), or children that may have additional support needs. We recognise that a pupil may be classed as vulnerable for a variety of reasons and this may not be permanent.

14.2 This school recognises the following as vulnerable groups (although not exclusively):

- Children with special educational needs
- Children with emotional/behavioural/attachment disorders

- Children with caring responsibilities or classified as a young carer
- Looked-after children and those subject to private fostering arrangements
- Children missing education / low attendance
- Children dealing with issues around domestic abuse
- Children from gypsy / Roma / traveller communities
- Children experiencing bereavement
- Children in receipt of FSM or PPG
- Children at risk from neglect or physical / sexual / emotional abuse
- Disabled children
- Children at risk of exclusion
- Children at risk from bullying, including online bullying and prejudice-based bullying
- Children at risk of peer-on-peer abuse
- Children at risk from the impact of new technologies on sexual behaviour (e.g. sexting)
- Girls at risk of female genital mutilation
- Children at risk of being drawn into terrorism and radicalisation
- Children at risk of exploitation, sexual exploitation and trafficking
- Children at risk of honour-based violence or forced marriage
- Children affected by substance misuse (drugs, alcohol)
- Children affected by mental health issues
- Children affected by faith abuse
- Children affected by gender-based violence or violence against women and girls
- Children affected by fabricated or induced illness
- Children affected by issues around bullying
- Children affected by issues around 'banter'
- Children affected by crime
- Children affected by gang activity
- Children affected by gender reassignment /lesbian, gay, bisexual and transgender (LGBT) abuse.

14.3 As a school, we will recognise vulnerable pupils and support them through:

- a) The curriculum to encourage self-esteem and self-motivation
- b) The school ethos which promotes a positive, supportive and secure environment, and which gives all pupils and adults a sense of being respected and valued
- c) The implementation of the school's behaviour management policies
- d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued
- e) Regular liaison with other professionals and agencies that support the pupils and their families
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- h) Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

14.4 The school recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that, whilst at school, their behaviour may still be challenging and defiant or they may be withdrawn.

14.5 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHEE, the policy for the management of pupils' behaviour (including our policies on physical intervention and anti-bullying) and our Health and Safety Policy.

15. E-Safety

- 15.1 This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for which will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in receiving regular updates in e-safety, as well as recognising and reporting concerns.
- 15.2 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The school, therefore, recognises its responsibility to educate pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.
- 15.2 This school has a separate E-safety Policy (including online safety) for staff and students which should be considered in line with this policy. Governing boards and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. However, they should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. (Additional information to support governing boards and proprietors is provided in *Annex C, KCSIE, September 2016*).
- 15.3 Photographs, video and electronic images of pupils and staff are classed as personal data under the Data Protection Act 1998. The school has a separate policy that covers the use of images in detail and should be considered in line with this policy. Staff and volunteers who work with children in EYFS are not allowed to use their own devices or mobile phones when working in close proximity to the children.

16. Safer Recruitment

- 16.1 Keeping Children Safe in Education, September 2016 sets out clear guidance for schools which is adhered to at this school. The school will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, September 2016. The Safer Recruitment Policy also contains detailed information about recruitment and selection procedures for staff and volunteers.
- 16.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.
- 16.3 The level of DBS certificate required, and whether a prohibition check is requisite, will depend on the role and duties for which an applicant is employed or volunteers to undertake in a school.
- 16.4 For most, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. Please refer to Part 3, KCSIE, September 2016 for further details relating to regulated activity.

16.5 Types of Check

16.5.1 Disclosure and Barring Service (DBS) checks

Three types of DBS checks are referred to in this guidance (see *Annex G* for more information):

- Standard: this provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;
- Enhanced: this provides the same information as a standard check, plus any additional information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and
- Enhanced with barred list check: where people are working or seeking to work in regulated activity with children; this allows for additional checks to be made as to whether the person appears on the children's barred list or not.

- 16.5.2 For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate. Further information on contractors can be found in KCSIE paragraphs 134-137.

16.5.3 All staff working within the school who have substantial access to children have been checked as to their suitability to work with children, including verification of their identity and qualifications, satisfactory references, a satisfactory barred list check, and an enhanced DBS check and a right to work in the UK check; additional overseas checks for those who have lived or worked abroad are also completed. For teachers an additional check has been carried out to ensure they are not prohibited from teaching. In addition, governors in maintained schools will now have an enhanced criminal records certificate from the DBS and it will be the responsibility of the school to apply for the certificate if a governor does not have one (governors who also undertake regulated activity must have an enhanced DBS with barred list check). For those engaged in management roles (in independent schools, including academies and free schools) an additional check will be carried out to ensure they are not prohibited under Section 128 provisions. A check of any prohibition orders will be carried out using the Teacher Services System to see if there is a prohibition order which would prevent a person from carrying out teacher work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England (see *paragraph 99 of KCSE for the appropriate link*).

16.5.4 Once the DBS checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their potential employer before they take up a post or as soon as practicable afterwards.

Where a school allows an individual to start work in regulated activity before the DBS certificate is available, they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

An employee working within a nursery or reception class, and before or after school provision with children under eight, must complete a disqualification declaration form (*full guidance can be found in Appendix 6*).

16.6 At least one member of every recruitment and selection panel will have completed safer recruitment training.

16.7 A single central record of employment checks must be held by schools and checked termly by the Safeguarding Lead. The single central record must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- All others who work in regular contact with children in the school including volunteers, contractors and agency staff
- For independent schools, including academies and free schools, all members of the proprietor body.

16.8 The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications, and
- A check to establish the person's right to work in the United Kingdom.

16.9 Pre-appointment Checks

16.9.1 All new appointments

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools must:

- verify a candidate's identity. Identification checking guidelines can be found on the gov.uk website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;

- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the gov.uk website;
- if the person has lived or worked outside the UK, make any further checks the school considers appropriate, including EEA teacher sanctions and restrictions;
- verify professional qualifications, as appropriate;
- for teaching staff, carry out a Teacher Services System check to ascertain award of QTS, completion of teacher induction, and whether the person has any prohibitions, sanctions or restrictions issued by the Secretary of State;
- references should be sought on all shortlisted candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview;
- for independent schools, including academies and free schools, check that a person taking up a management position is not subject to a Section 128 direction made by the Secretary of State.

16.9.2 Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable after, the person's appointment.

There is **no requirement** to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12th May 2006; or
- in an institution within the further education sector in England or in a 16 to 19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

16.9.3 All other pre-appointment checks must still be completed, including, where the individual is engaging in regulated activity, a barred list check. Schools **may** also choose to request an enhanced DBS certificate, should they wish to do so.

16.9.4 The DBS cannot provide barred list information on any person, including volunteers, who is not in or seeking to enter regulated activity.

16.9.5 For supply staff, contractors and fee-funded teacher trainees, schools should also include whether written confirmation was received that the employment business/teacher training provider supplying the member of supply/contractor staff/teacher trainee has carried out the relevant checks and obtained the appropriate certificates, including the appropriate level of DBS check. Where a contractor is self-employed, the school should obtain an appropriate level of DBS check on their behalf (for more information on the appropriate level of DBS check for contractors, see *Sections 134-136 of KCSE*).

16.9.6 Where checks are carried out on volunteers, schools should record this on the single central record.

16.9.7 If a school has concerns about an existing staff member's suitability to work with children or learners, it should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity into work that is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, in respect of existing staff the school is not required to request a DBS check or barred list check. **If a school knows, or has reason to believe, that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity.**

16.9.8 Whilst registered early years providers are not required to keep a single central record, they are still required to obtain the relevant information to confirm suitability of those caring for children. The requirements are set out in the Statutory Framework for the Early Years Foundation Stage.

17. Teacher Prohibition Orders

17.1 Teacher prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition order can be carried out using the **Teacher Services System**. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication **Teacher Misconduct: the prohibition of teachers**.

17.2 Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by the NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so.

17.3 Section 128 Direction

17.3.1 A Section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited is unable to participate in any management of an independent school, such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. A check for a Section 128 direction can be carried out using the **Teacher status checks information for employers**. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any Section 128 direction.

17.4 Disqualification by Association

17.4.1 It is a legal requirement for schools to ensure that disqualified staff do not engage in childcare. Schools are to make staff aware of the requirements and provide an opportunity for staff to come to them if they think they are disqualified. The guidance relates to teaching early years children and the supervision of children under eight years old at before or after school clubs. The term 'Association' refers to the fact that, should staff live with someone who is disqualified, they too are disqualified as a result of their association with that disqualified person.

17.4.2 Where an individual discloses information that potentially disqualifies them from working in the relevant setting:

- Seek advice immediately from HR and/or the LADO, where appropriate.

If advised to do so (or where the disqualification is clear):

- Remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay; garden leave may be used if more time is needed to make a decision)
- Inform Ofsted (disqualification@ofsted.gov.uk) and inform the individual that you have done this
- Provide information to the individual about applying for a waiver from Ofsted
- Consider the longer term implications for the individual if a waiver is not granted or the individual is not willing to apply for it (this may result in permanent redeployment to alternative duties or possibly dismissal).

17.5 New employees:

- Add the disqualification declaration model form to the list of pre-employment checks you carry out
- Ask all new employees to complete and sign the form as part of the recruitment process, prior to confirming the offer of employment
- Do not employ anyone who makes a positive declaration (this would be a criminal offence)
- Include the check on the single central record.

Full guidance can be found in *Appendix 6, Childcare Disqualification Requirements – Advice for Schools, March 2015*.

18. Professional Boundaries for Staff and Code of Conduct

18.1 Each new member of staff and volunteer will be provided with a full induction on safeguarding, in addition to the training requirements set out in Section 10. A copy of 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' will be available for all staff and volunteers to read. All staff are required to read Part 1 of Keeping Children Safe in Education, September 2016, Appendix 4.

- 18.2 Staff members and volunteers are required to sign up to and follow the school code of conduct. This is a separate policy and should be considered alongside this policy. (Please use the following link for further information, **Model Code of Conduct for Schools**).
- 18.3 The school's code of conduct for staff and volunteers is made freely available to staff, visitors, contractors, pupils, parents and carers on the school website and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate. Keeping Children Safe in Education, September 2016 states that schools must have a staff code of conduct.
- 18.4 Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the school code of conduct and this policy.

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Further non-statutory guidance can be found at:

Cyber Bullying Advice for Headteachers and School Staff

- 18.5 The usage of all electronic provisions, including online storage, set up by the school are monitored. All access rights are terminated upon the cessation of the relevant employment contract.

19. Whistleblowing

- 19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 19.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and with whom to share them. This is detailed in our Whistleblowing Policy, which should be viewed alongside this policy.
- 19.3 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors.
- 19.4 In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer at the local authority via CAAS. Staff should consider discussing any concerns with the school's Designated Safeguarding Lead and make any referrals via them.
- 19.5 Where a staff member feels unable to raise an issue with their employer or feel their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
- 19.6 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. **Staff can call 0800 0280285 (the line is available from 8.00am to 8.00pm, Monday to Friday) and email help@nspcc.org.uk.**

20. Radicalisation and Extremism

- 20.1 The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 20.2 The school seeks to protect children and young people against the messages of all violent extremism and are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- 20.3 Staff will be made aware at safeguarding training of the characteristics of children and within families that may indicate radicalisation, or warning indicators of those who may be vulnerable to radicalisation.
- 20.4 Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the school's child protection and safeguarding procedures, as outlined in 7.2. (Further information on the 'Prevent Duty' and school's responsibilities, including the new Referral Pathway can be found in *Appendix 3*).

21 Allegations

- 21.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 21.2 Governing Boards and proprietors should ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- 21.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Child Protection Procedures. A copy of which is available on the desktop of all staff computers and by following this link: **Berks CP Procedures online**. Further guidance can be found in Part 4 of KCSIE, September 2016.
- 21.4 The Headteacher, Designated Safeguarding Lead or another Senior Manager should, in the first instance, contact CAAS in order to liaise with the Local Authority Designated Safeguarding Lead (DO (schools) or DO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Headteacher, the Chair of Governors will take this action.
- 21.5 If, for any reason, it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Adviser.
- 21.6 Staff and volunteers, as part of their induction, are provided with a guide for staff faced with an allegation of abuse.
- 21.7 Governing boards and proprietors should ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- 21.8 Governing bodies and proprietors should also ensure that there are procedures in place to handle allegations against other children.

22. Boarding Schools, Residential Special Schools and Children's Homes

- 22.1 Boarding schools, residential special schools and children's homes have additional factors to consider with regards to safeguarding. Schools that provide such residential accommodation and/or are registered as children's homes should be alert to inappropriate pupil relationships and the potential for peer-on-peer abuse, particularly in schools with a significant gender imbalance. Further details can be found at *Annex D of KCSIE, 2016*.

23. Appointment of Designated Teacher for Children who are Looked After (LAC)

Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

24. Looked After Children

- 24.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keep looked-after children safe.
- 24.2 In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked-after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

25. Children with Special Educational Needs and Disabilities

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

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

26. Inspections

- 26.1 From September 2015 all inspections by Ofsted have been made using **The common inspection framework: education skills and early years.**
- 26.2 Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding: **Inspecting safeguarding in early years, education and skills settings.**
- 26.3 Individual inspectorates will also report on safeguarding arrangements and have published frameworks which inform how they inspect the independent schools that are not inspected by Ofsted at School Inspection Service and Independent Schools Inspectorate (www.isi.net).

Appendix I

Types of Abuse and Neglect

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child being placed on the Child Protection Register:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Physical Abuse

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising, 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.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only in so far 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
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 involve seeing or hearing the ill-treatment of another
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger (e.g. witnessing domestic violence or the exploitation or corruption of children).

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, 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 no penetrative acts (such as masturbation, kissing, rubbing and touching outside of clothing)
- Non-contact activities (such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

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 of 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
 - Meet or respond to basic emotional needs
 - Ensure adequate supervision, including the use of adequate caregivers
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2

Recognising Abuse and Neglect

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

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

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members (e.g. siblings or others outside the home)
- Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups).

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

Indicators of Physical Abuse

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non-medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Bruising, biting, burns, scalds, scars
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Indicators of Emotional Abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse
- The indicators of emotional abuse are often also associated with other forms of abuse
- Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators

Parent / Carer and Child Relationship Factors

- Abnormal attachment between a child and parent/carer (e.g. anxious, insecure or avoidant, indiscriminate or no attachment)
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person (e.g. persistent negative comments about the child or 'scapegoating' within the family)
- Developmentally inappropriate or inconsistent expectations of the child which are outside what would be considered reasonable and acceptable cultural/legal norms (e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction)
- Causing children to feel frightened or in danger (e.g. witnessing domestic violence, seeing or hearing the ill treatment of another)

Child Presentation Concerns

- Behavioural problems (e.g. aggression, attention seeking, hyperactivity, poor attention)
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Parent/Carer-Related Issues

- Dysfunctional family relationships including domestic violence
- Parental problems that may lead to lack of awareness of a child's needs (e.g. mental illness, substance misuse, learning difficulties)
- Parent or carer emotionally or psychologically distant from a child

Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made
- This form of abuse is particularly difficult for a child to talk about; full account should be taken of cultural sensitivities of an individual child / family
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural.

Behavioural Indicators

Behavioural indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties)
- Running away

Physical Indicators

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy

Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting (e.g. neglect of the child's physical needs, possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers).

Child-Related Indicators

- Non-organic failure to thrive/faltering growth
- Delay in achieving developmental, cognitive and/or other educational milestones
- A child who is unkempt or inadequately clothed, dirty or smells
- A child who is perceived to be frequently hungry, possibly scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness
- Failure of a child to grow or develop within the normal expected pattern, with accompanying weight loss or speech language delay
- Recurrent / untreated infections or skin conditions (e.g. severe nappy rash, eczema or persistent headlice/scabies)
- Unmanaged / untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance
- Poor self-esteem
- Child thrives away from home environment

Indicators in the Care Provided

- Failure by parents or carers to meet the basic essential needs (e.g. adequate food, clothes, warmth, hygiene)
- Failure by parents or carers to meet the child's health and medical needs (e.g. poor dental health; failure to attend or keep appointments with the health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy)
- A dangerous or hazardous home environment, including failure to use home safety equipment and a risk from animals
- Poor state of home environment (e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation, including passive smoking, and lack of adequate heating)
- Lack of opportunities for a child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 3

Further Information on Specific Safeguarding Topics

Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow their own procedures for unauthorised absence and for dealing with children who 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.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, female genital mutilation and forced marriage.

Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

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

- has been taken out of school by their parents and the school has received written notification from the parent that they are being educated outside the school system (e.g. home education);
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- 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 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; or
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the six grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing 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 and 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.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Colleges

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice 'Enrolment of 14 to 16 year olds in full time further education'. The college should also inform the relevant local authority immediately if that child is removed from roll so that the local authority can, as part of their duty, identify children of compulsory school age who are missing education.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. 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 their 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

So Called 'Honour Based' Violence

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation), and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on *pages 38-41* of the multi-agency statutory guidance on female genital mutilation (FGM), [Multi-Agency Statutory Guidance on FGM](#) (*pages 59-61 focus on the role of schools and colleges*), and *pages 13-14* of the [Multi-agency Guidelines: Handling Cases of Forced Marriage](#).

Actions

If staff have a concern regarding a child who might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31st October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

Female Genital Mutilation (FGM) Mandatory Reporting Duty

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, 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. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out (*FGM Fact Sheet*). Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's Designated Safeguarding Lead and involve Children's Social Care, as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). Further details can be found in *Annex A, KCSIE, September 2016*.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [multi-agency guidelines](#), which also focuses on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information (020 780080151 or email fmufco.gov.uk).

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1st July 2015 all schools and all colleges are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". For full details, please refer to the [Prevent Duty](#).

Revised Prevent duty guidance for England and Wales is specifically concerned with schools (but also covers childcare). This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under Section 29 of the CTSA 2015. Paragraphs 57-76 of The Statutory [Revised Prevent duty guidance for England and Wales](#) are specifically concerned with schools (but also cover childcare). Please refer to this document for further guidance on the following four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Schools should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures, unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

Channel

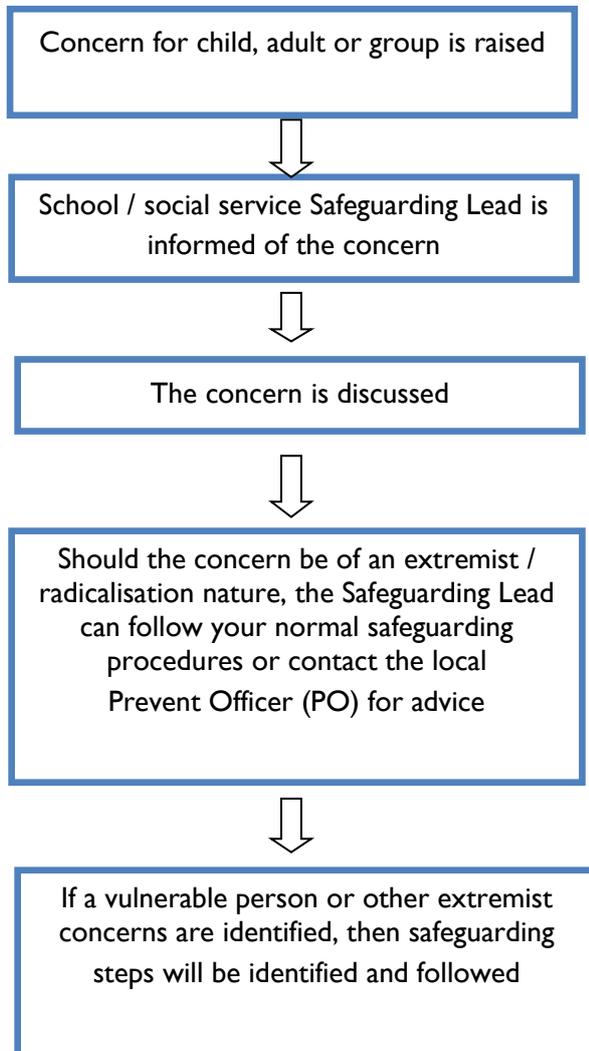
School staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at [Channel guidance](#) and an e-learning channel awareness programme for staff is available at [Channel General Awareness](#).



Prevent 'Safeguarding' Referral Pathway

Prevent – To stop people supporting terrorism or becoming a terrorist.
It is a multi-agency approach to support individuals in a proportionate manner.

Below is a referral pathway flowchart that you may wish to adopt:



Referral may then be made to Channel if deemed necessary:

Channel is an early intervention scheme that supports people who are at risk of radicalisation and provides practical support tailored to individual needs. It is a multi-agency approach which allows the individual to gain support from a variety of different services.

Preferred Referral Pathway

Email your concern to prevent@thamesvalley.pnn.police.uk

Contact your Local Authority Lead:

Susan Powell
Susan.powell@westberks.gov.uk

For assistance with the Channel Process:

Shaun Greenough
Shaun.Greenough@thamesvalley.pnn.police.uk

Alternative Referral Pathways:

All referrals to the police are made and managed in confidence; however, some individuals may wish to make a referral indirectly to the police and below are other available referral pathways.

To the generic Prevent email box:

Email concerns to prevent@thamesvalley.pnn.police.uk

This information will then be passed to the best person to deal with the information

To your Local Police Neighbourhood Team:

Contact your local police neighbourhood team; they will be able to help you deal with a referral and give you the right support needed.

To your local Police Schools Liaison Officer (Secondary/Academy schools):

Each school has a Schools Liaison Officer; these individuals are also able to help support any referrals or concerns you may have.

Multi-Agency Safeguarding Hub (MASH):

The aim of the MASH is to improve the way agencies work together to protect vulnerable persons (children and adults) from harm, neglect and abuse. This hub combines individuals from the police, health and social care (soon to include education and housing) and mental health. This multi-agency hub will assess referrals and link in, as appropriate, with Prevent to provide support.

Other Pathways to Consider:

101

This is the non-emergency phone line to the police

999

999 calls should only be made in an emergency when there is an urgent case only; this means direct threat to the protection of life and property

0800 789321

Anti-Terrorist Hotline

www.gov.uk/report-suspicious-activity-to-mi5

Report online terrorism:

www.gov.uk/report-terrorism

British Values

All maintained schools must meet the requirements set out in Section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with a school's duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. To find guidance on British values within schools visit: <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>.

Appendix 4

Role of the Designated Safeguarding Lead (Keeping Children Safe in Education, 2016)

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Lead(s). Any deputies should be trained to the same standard as the Designated Safeguarding Lead.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the Designated Safeguarding Lead; this **lead responsibility** should not be delegated.

Manage Referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care, as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern, as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required; and
- refer cases where a crime may have been committed to the police, as required.

Work with others

The Designated Safeguarding Lead is expected to:

- liaise with the headteacher or principal to inform him/her of issues, especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the 'case manager' (as per Part 4) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role, so they:

- understand the assessment process for providing early help and intervention (for example, through locally agreed common and shared assessment processes, such as early help assessments);
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the school child protection policies are known, understood and used appropriately;
- ensure the school child protection policy is reviewed annually (as a minimum), and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure 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 or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

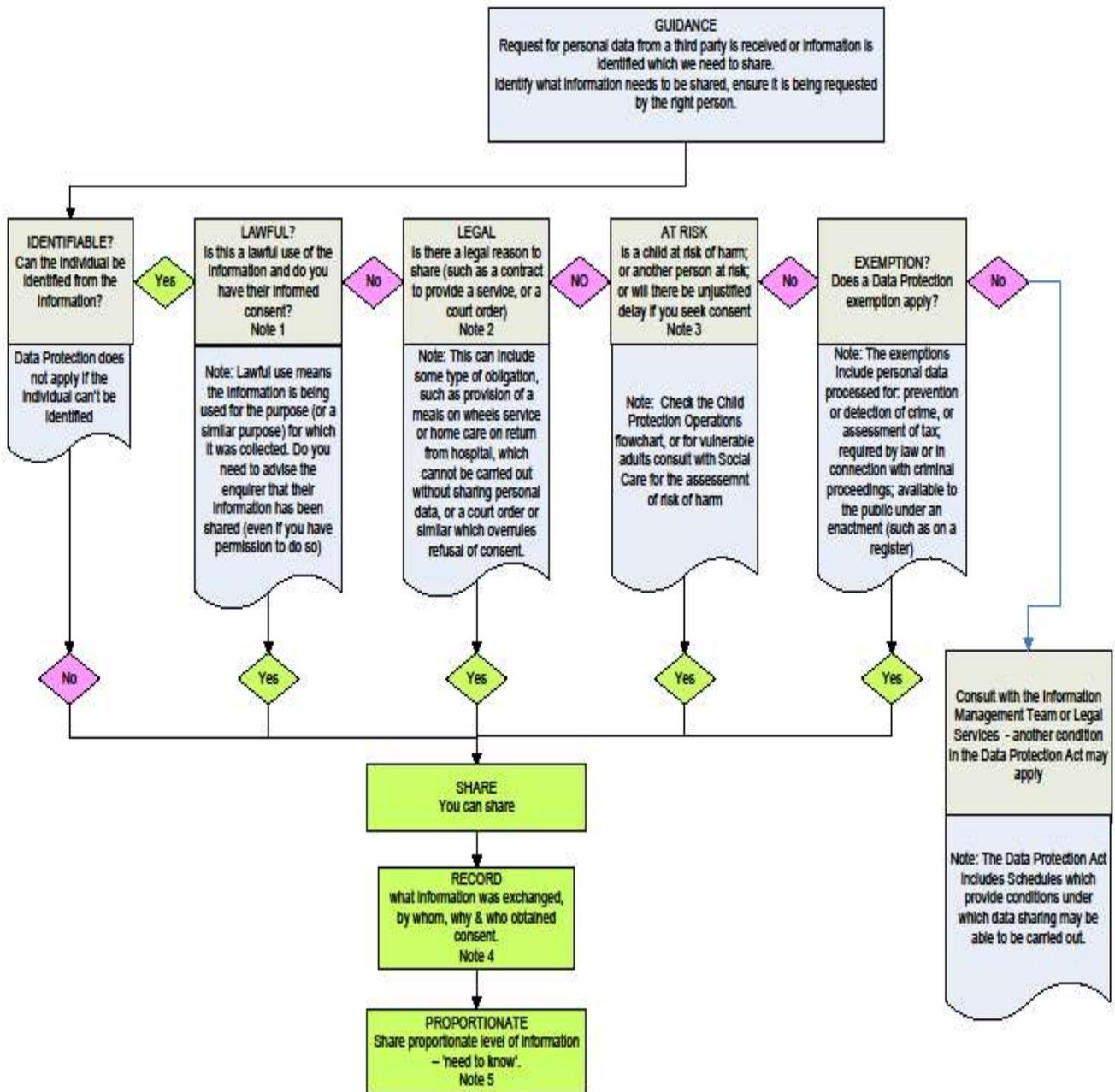
Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking, the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the Designated Safeguarding Lead, to define what “available” means and whether in exceptional circumstances availability via phone and/or Skype or other such media is acceptable.

It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 6 – West Berkshire’s Information Sharing Flowchart
 (double click in the body of the chart and it will show the flowchart as a PDF)



APPENDIX 7

Links to Government Guidance Documents

National and Local Government Guidance can be found by entering the headings below into your usual search engine

The Government website (www.gov.uk) provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:

- **Keeping Children Safe in Education – Sept 2016**

[Keeping Children Safe in Education](#)

- **Working Together to Safeguard Children - March 2015**

[Working Together to Safeguard Children](#)

- **What to do if You're Worried a Child is Being Abused**

[What to do if You're Worried a Child is Being Abused](#)

- **Inspecting Safeguarding in maintained schools and academies**

[Inspecting safeguarding in early years education and skills settings](#)

Safeguarding children and young people and young vulnerable adults

[Ofsted safeguarding policy](#)

- **Section 11 of the Children's Act 2004**

[Children's Act 2004 \(Section 11\)](#)

Document Review History

Last review date:
September 2016

Next review date:
September 2017

Editor: Jon Bartlett / Jo Wood