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# West Berkshire Child Protection and Safeguarding Policy for Schools and Education Settings

## September 2024

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### Document Control

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24	September '24	Revised and updated	

## **Child Protection and Safeguarding Policy for John Rankin Schools**

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

<b>Head teacher</b>	<b>Sign &amp; Date:</b>	
<b>Chair of Governing board</b>	<b>Sign &amp; Date:</b>	

Review schedule (this policy will be reviewed annually)

Date	Description of any changes	Date approved by Governing board
April 2023	Update personel	27/04/2023
Sept 2024	Policy review	

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## KEY CONTACTS

The key contacts for Safeguarding in this schools are:-

	Name	Telephone	Email
<b>Designated Safeguarding Lead</b>	Sarah Amin	01635 42376	JRSsafeguarding@jrs.w-berks.sch.uk
<b>Deputy Designated Safeguarding Lead</b>	Flora Cooper Neda Stephenson Brian Evans Lauren Demeza Tina Kirk	01635 42376	JRSsafeguarding@jrs.w-berks.sch.uk
<b>Safeguarding Governor</b>	Emma Percy	01635 42376	EPercy@jrs.w-berks.sch.uk

Key Contacts within the Local Authority

Pan Berkshire Safeguarding Procedures: <http://berks.proceduresonline.com/>

Role:	Name / Details:	Contact:
Designated Safeguarding Lead (DSL) <i>List all names.</i>	Sarah Amin	<a href="mailto:samin@jrs.w-berks.sch.uk">samin@jrs.w-berks.sch.uk</a>
Deputy Designated Safeguarding Lead (DDSL) <i>List all names</i>	Neda Stephenson Flora Cooper	<a href="mailto:jrssafeguarding@jrs.w-berks.sch.uk">jrssafeguarding@jrs.w-berks.sch.uk</a>
Nominated Governor for Safeguarding / Child Protection	Emma Percy	
Chair of Governors	David Marsh	
Director of Children Services	Annmarie Dodds	<a href="mailto:annmarie.dodds1@westberks.gov.uk">annmarie.dodds1@westberks.gov.uk</a>
Director of Education	Neil Goddard	<a href="mailto:Neil.goddard1@westberks.gov.uk">Neil.goddard1@westberks.gov.uk</a>
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Principle Advisor for School Improvement	Rose Carberry	<a href="mailto:Rose.Carberry1@westberks.gov.uk">Rose.Carberry1@westberks.gov.uk</a>
Senior Education Welfare Officer	Sally-Ann Looker	<a href="mailto:edsafeguarding@westberks.gov.uk">edsafeguarding@westberks.gov.uk</a>

Local Authority Designated Officer (LADO)	Fiona Goussard	CAAS on 01635 503190 <a href="mailto:cpadmin@westberks.gov.uk">cpadmin@westberks.gov.uk</a> <a href="mailto:LADO.LADO@westberks.gov.uk">LADO.LADO@westberks.gov.uk</a>
Prevent Team		<a href="mailto:Preventreferrals@thamesvalley.pnn.police.uk">Preventreferrals@thamesvalley.pnn.police.uk</a>
Integrated Front Door	Contact, Advice & Assessment Service (CAAS)	Contact number: 01635 503090or Emergency Duty Team (outside of office hours) Tel: 01344 351999 <a href="mailto:child@westberks.gov.uk">child@westberks.gov.uk</a>
Police	In an emergency For non-emergency but possible crime	999 101

### **School Record of Safeguarding Training:**

Type of Training:	Date completed:	Next due date:
Whole School Safeguarding Training	September 2024	September 2025
Designated Safeguarding Lead (DSL) (Due every 2 years)	September 2023	September 2025
Deputy Senior DSL's (Due every 2 years)	Autumn 2021	Autumn 2024
Whole School Staff Refresher/updates (Annual)	September 2024	September 2025
Safer Recruitment Training (Due every 5 years)	September 2023	September 2028
Governor Training	September 2024	September 2025
Annual DSL Prevent Training Update (for DSLs to disseminate to ALL staff)	September 2024	September 2025

# **Child Protection-Safeguarding Policy:**

## **1. INTRODUCTION**

1.2 It is essential that **everybody** working in a school or college understands their safeguarding responsibilities. Everyone who encounters children and families has a role to play ensuring children and young people are **safe from abuse, neglect exploitation and harm**. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are **in the best interests of the child**.

1.3 Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

1.4 Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure for all.

This procedure document provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Berkshire West Safeguarding Partnership Child Protection - Safeguarding Policies and Procedures <https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp>

## **2 OUR ETHOS:**

2.1 We believe that this school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, spiritual and moral development of the individual child; enabling all children to thrive.

2.2 We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise that both mental and physical health are relevant to safeguarding and the welfare of children.

We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and governors, have a full and active part to play in protecting our pupils from harm.

2.4 We will work pro-actively with parents to build a solid understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

## **3 SCOPE**

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.

3.2 This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

## THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make the necessary arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to co-operate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, Dec 2023:*  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024*

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

## 5 ROLES AND RESPONSIBILITIES

- 5.1 Our governing body recognises the need to ensure that it complies with its duties under legislation, and this policy has regard to statutory guidance; [Keeping Children Safe in Education](#) (2024), [Working Together to Safeguard Children \(2023\)](#), Key statutory and non-statutory guidance and any locally agreed inter-agency procedures.
- 5.2 The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is **Sarah Amin**. We have Deputy Designated Safeguarding Lead (DDSL), **Neda Stephenson** and **Flora Cooper**, to ensure there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Lead are described in detail in Appendix C of KCSIE 2024. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The DSL will be on our school's leadership team and their role of DSL (and DDSL) will be explicit in their job description. This person should have the appropriate authority

and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and Safeguarding 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. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

- 5.3 The school has a nominated governor **Emma Percy** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.
- 5.4 The case manager for dealing with allegations of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors **David Marsh**. The procedure for managing allegations is available at BWSCP [Berkshire West Safeguarding Children Partnership - Concerned about an Adult Working with Children](#)
- 5.5 ***The head teacher or proprietor*** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All staff and other adults are clear about procedures where they are concerned about the safety of a child, including if children go [missing from education](#), including children who are 'absent' from education, or those unexplainable and or/persistent absences, particularly on repeat occasions or for prolonged periods.
- 5.6 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 5.7 All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. They are aware that behaviours and physical signs linked to behaviours that put children in danger. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or DDSL) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Safeguarding issues can manifest themselves via child-on-child abuse. This may include, but not limited to bullying (including cyber bullying), gender-based violence/sexual harassment, sexual violence and assaults, harmful sexual behaviour and sexting. Staff should recognise that children can abuse their peers.
- 5.8 Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools, colleges and educational settings <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



It should be recognised that these issues are likely to occur, and so we have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, questioning their gender'+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital we provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from upskirting, bullying (+ cyber), homophobic, biphobic and transphobic behaviour, racism, sexism, and all other forms of discrimination. [More guidance in KCSIE2024](#)

Our school acknowledges the need to treat everyone equally, with fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

The appropriate safeguarding lead person will be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people.

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

### **. Adult involvement in youth-produced sexual imagery (YPSI)**

#### **Sexually motivated incidents**

We will remain aware that not all instances of YPSI will be between children and young people, and in some cases may involve adults posing as a child for the purpose of obtaining nude and semi-nude images from persons under 18.

Staff will be aware of the signs that an adult is involved in the sharing the nude or semi-nude images. These include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing unsolicited sexual images.
- The conversation being moved from a public to a private and/or encrypted platform.
- Being coerced or pressured into doing sexual things, including producing sexual imagery.
- Being offered money or gifts.
- Being threatened or blackmailed into sharing nude or semi-nude images, and/or further sexual activity.

#### **Financially motivated incidents**

Financially motivated incidents of YPSI involving adults may also be called “**sextortion**”, where the offender threatens to release nudes or semi-nudes of a child or young person unless they do something to prevent it, e.g. paying money. In these cases, offenders often pose as children and:

- Groom or coerce the victim into sending nudes or semi-nudes to blackmail them.
- Use images that have been stolen from the child or young person, e.g. via hacking.
- Use digitally manipulated and/or \*AI-generated images of the child or young person.

\*(Computer systems and software that can perform tasks that ordinarily require human intelligence, such as decision-making and the creation of images).

Staff will be aware of the signs of sextortion, which include:

- Being contacted by an online account they do not know but appears to be from somebody under the age of 18.
- Quickly being engaged in sexually explicit communications.
- The offender sharing sexual images first.
- The conversation being moved from a public to a private and/or encrypted platform.
- Told their online accounts have been hacked to obtain images, personal information, and contacts.
- Being blackmailed into sending money or sharing bank account details.
- Being shown stolen or digitally manipulated/generated images of the victim.

It is important that we record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that we can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

The guidance covers what sexual violence and harassment is, schools' and colleges' legal responsibilities, a whole school or college approach to safeguarding and child protection and how to respond to reports of sexual violence and sexual harassment.

Children may not feel ready to or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the DSL.

Incidents should be immediately reported to the DSL or equivalent and managed in line with your child protection and safeguarding policies. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

- 5.9 There is a Digital Safety policy, which covers the use of mobile phones, cameras and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what our school ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- 5.10 Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from our IT system and ensure we have appropriate filters and monitoring systems in place and regularly review their effectiveness. The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The policy for remote learning demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

We maintain the capability to provide remote education when it is not possible for some or all of their pupils to attend in person. Filtering and monitoring standards are adhered to, and a DSL have a robust oversight of the arrangements to meet those standards.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

## 6 SUPPORTING CHILDREN

6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. We also recognise children who witness domestic abuse are victims, that witnessing domestic abuse can have a lasting impact on children, and that children can be victims in their own relationships too. <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help> They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives. [Berkshire West Safeguarding Children Partnership - Professionals](#)

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### 6.3 Our school will support all pupils by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHSE and other curriculum contexts, pupils are encouraged to talk about feelings and deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice.
- Providing pupils with a range of appropriate adults to approach if they are in difficulties; and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- Continuing to engage in [Operation Encompass](#), the national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse, and which is in place in every police force in England and Wales. Children are recognised as victims of domestic abuse in the 2021 Domestic Abuse Act.
- Supporting the child's development in ways that will foster security, confidence and independence and encourage the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is located....)
- Ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly; plus, Relationship and Sexual Health Education (RSHE) requirements.
- Liaising and working together with other support services and those agencies involved in safeguarding children; including domestic abuse

- Ensuring that the curriculum will help children stay safe, recognise when they do not feel safe and identify who they might or can talk to and will support young people to become more resilient to inappropriate behaviours towards them, risk taking behaviours and behaviours that children may be coerced into including, sexual harassment, child-on-child abuse, ‘sexting’ and the displaying of ‘Harmful Sexualised Behaviour’. For more information contact YJST on 01635 553600.

### **Child-on-child abuse (inc. sexual violence and sexual harassment)**

- For the purposes of this policy, ‘**child-on-child abuse**’ is defined as abuse between children.
- We have a zero-tolerance approach to abuse, including child-on-child abuse,
- All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring.
- All staff will speak to the DSL if they have any concerns about child-on-child abuse.
- All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos. / Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.
- The DSL will ensure they appropriately assess all instances of child-on-child abuse, including in cases of image-based abuse, to help determine whether the alleged perpetrator(s) is under the age of 18 or is an adult posing as a child. The DSL will immediately refer the case if it is found that a so-called child-on-child abuse incident involves an adult, e.g. where an adult poses as a child online to groom a child or young person.
- All staff will be clear as to the school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about

friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

- The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.
- Addressing child on child abuse - [Resources for schools and colleges](#)
- The school will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment ([KCSIE 2024](#)).
- Having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that each pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred; (see Positive Relationships and Promoting Peace policy 2024)
- The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment - these procedures are easily understood and easily accessible. Children who have experienced sexual violence can display a wide range of responses, so the school will remain alert to the possible challenges of detecting those signs and show sensitivity to their needs.
- Playing a crucial role in preventative education and preparing pupils for life in modern Britain. There is a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by the school's behaviour policy, pastoral support system and a planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment.
- Acknowledging the importance of 'Harm from outside the home' (HOTH), <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. ([Working together to safeguard children Dec 2023](#) and [KCSIE September 2024](#)).
- Liaising with a range of [Early Help](#) agencies that support the pupil such as Health Services, Child and Adolescent Mental Health Services, Education Welfare Services, Special Educational Support Services, Youth Services and the Educational Psychology Service.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

- Ensuring that, when a pupil who is the subject of a Child Protection (**CP**) Plan leaves, their information is transferred to the new school within two weeks and that the child's Social Worker is informed that the child has moved.
- Alert the authority if it is aware of any child being looked after under a [Private Fostering](#) arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- Acknowledging that a child that a child in care (CiC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep CiC and previously CiC safe. It is important that all agencies work together, and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.



- Applying disciplinary measures such as restraint or isolation in response to incidents involving children with special educational needs and disabilities (SEND), by considering the risks carefully, given the additional vulnerability of the group.
- Recognising that to safeguard a pupil, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint. Guidance is available here:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## 6.4 Monitoring Attendance

- A child missing from an education setting is a potential indicator of abuse or neglect, including exploitation. Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. We will follow the Missing Child Policy. For those children and families who have chronic poor attendance or persistent absenteeism, we will consider whether educational neglect is present and whether a referral to children's services is required, or whether we should seek consent to begin an Early Help Assessment to coordinate a multi-agency plan of support for the child and family.
- Attendance will be closely monitored. In line with the school's attendance policy, contact will be made for any unexplained absences on the first morning of any absence. Follow up calls will then be made throughout the period of absence. In addition, the attendance of children with known welfare and attendance concerns will be monitored closely, particularly those with chronic poor attendance or persistent absentees, or if a child suddenly stops attending. We will also scrutinise the attendance of off-site provision to ensure children are attending and are safe. Similarly, the attendance of children who are vulnerable or with known welfare and safeguarding concerns such as children who have a child protection plan, a child in need, are CiC and/or SEN will be rigorously monitored on a daily and weekly basis. The child's social worker will be informed immediately when there are unexplained absences or attendance concerns.
- It is important that our attendance team, including the Education Attendance Officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and expected practice would be for an appropriate professional to visit the home and speak to the child alone, particularly if there are any safeguarding concerns. The timing for this home visit will be determined on a case-by-case basis. We will seek to ensure we hold at least two emergency contacts for each family and consider what urgent action it may need to take when a vulnerable child and family are not contactable, and the child has not attended school. Where necessary, this may include reporting the child missing to the police. We will try to ensure we are aware, in advance, of any difficulties in accessing the premises of a child's family home.
- 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.

- Children Missing Education (C.M.E.) are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. All staff should be aware that children missing education, or those unexplainable and or/persistent absences, are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Children going missing, or unexplainable and or/persistent absences, can also be an indicator of mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. We have a safeguarding duty in respect of their pupils, and as part of this will investigate any unexplained absences. When a child is deemed to be missing from education, or those unexplainable and or/persistent absences, we will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register. Once these enquiries have been undertaken, our school will follow the local protocol for Children Missing Education and make a C.M.E referral to the Local Authority Officer for C.M.E. [cme@westberks.gov.uk](mailto:cme@westberks.gov.uk)
- Some parents will decide to remove their child from the school role to educate them at home. For the majority of children, this choice will be with the child's best education at the heart of their decision, and it will be a positive learning experience. However, this is not the case for all, and elective home education can mean that some children become less visible to services who are there to keep them safe and supported in line with their individual needs. Where a parent or carer has expressed their intention to remove their child from the school roll with a view to educating at home, we will work together with other key professionals and will, where possible, attempt to facilitate a meeting with the family to ensure that all parties have considered what is in the best interests of the child. This is particularly important for those children who have SEND, are vulnerable, and/or who have a social worker. We will also link with the named officer for Elective Home Education within the Local Authority [ehe@westberks.gov.uk](mailto:ehe@westberks.gov.uk) and ensure staff are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

### **Alternative provision**

- Where we (school) places a pupil with an alternative provision provider, we continues to be responsible for the safeguarding of that pupil, (further information provided in [KCSIE 2024](#)).
- We should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.
- We will have weekly contact with the provider to monitor any safeguarding concerns.

## **7 SAFEGUARDING PROCEDURE**

- 7.1 In line with the procedures, the Integrated Front Door (CAAS) will be contacted as soon as there is a significant concern.

- 7.2 The name of the DSL will be clearly advertised in the school and on our website, with a statement explaining our role in referring and monitoring cases of suspected abuse.
- 7.3 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

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

8.1 ***If a child discloses that he or she has been abused in some way, the member of staff or volunteer should consider ways to:***

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

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

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

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

**Record** - Vital to stick to the facts, no opinions – Think about When? Where? Who? What?

**Review** – Take responsibility to follow up any referral (via your DSL)

In addition:

- Inform the DSL (or DDSL if necessary) **without delay** and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

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

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

**The role of an appropriate Adult in Safeguarding:**

The Police and Criminal Evidence (PACE) act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This role is relevant where the police have detained a child or vulnerable person under PACE.

The role of AA is not restricted to specific individuals, in relation to children and young people under the age of 18, PACE guidance sets out that the AA can be: the parent, guardian or, if



the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

<https://safeguarding.network/content/safeguarding-and-the-role-of-the-appropriate-adult/>

## RECORD KEEPING

- 8.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. This will also help if/when responding to any complaints about the way a case has been handled by us. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:
- a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved, and
  - a note of any action taken, decisions reached and the outcome.
- 8.3 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.
- 8.4 We should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. ([Keeping Children Safe in Education 2024](#))

## DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSLs

- 9.1 In general, we should always discuss any concerns the school may have with the child's parents. Parents need to know that we are worried about their child. However, we should not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.
- 9.2 If we decide not to discuss our concerns with the child's parents or carers, this must be recorded in the child's Safeguarding file with a full explanation for our decision and the reason for this decision.
- 9.3 It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child centred. It remains important to capture the child's lived experience and their own words when possible.
- 9.4 When talking to children, we should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.
- 9.5 How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from CAAS or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

- 9.6 If concerns have arisen because of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 We do not need the parents' consent to make a referral if we consider the child needs protection, although parents will ultimately be made aware of which organisation made the referral. If parents refuse to give consent to a referral but we decide to continue, we will make this clear to CAAS [Child@westberks.gov.uk](mailto:Child@westberks.gov.uk)
- 9.8 When we make a referral, we will agree with the CAAS what the child and parents will be told, by whom and when. The school as a relevant agency, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements.

**MAKING A REFERRAL** - If a child or young person is at risk of harm, abuse or neglect please report it to **Contact, Advice & assessment Service (CAAS)**

**Monday -Thursday, 9:00am – 5.00pm**

**Friday 8.30am to 4.30pm**

**Tel: 01635 503190 (Professionals only)**

**01635 503090 for clients**

**Outside of these hours Tel: 01344 351999**

**Email: [child@westberks.gov.uk](mailto:child@westberks.gov.uk)**

In an emergency always call police on 999.

If you think there has been a crime but it is not an emergency call 101.

## **10 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (This procedure is detailed in Appendix document)**

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024](#). In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

In addition to an enhanced DBS check, we complete an overseas police check from the country or countries where an individual lived or worked preceding the DBS check by following the link: [Criminal records checks for overseas applicants - GOV.UK \(www.gov.uk\)](#)

A check of any prohibition can be carried out using the Teacher Services' system that may be found here: <https://teacherservices.education.gov.uk/>

Prohibition orders are described in the National College for Teaching and Leadership's publication Teacher misconduct: the prohibition of teachers. It can be found here:

<https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3>

- 10.2 We will ensure that agencies and third parties supplying staff provide us with evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. The single central record must cover the following people: all staff, including teacher trainees on salaried routes, agency and third-party and supply staff who work at the school. The Single Central Record is located in a secure online folder and managed by the school Finance Manager Aileen Rae.
- 10.3 Every job description and person specification, and job advertisement will have a clear statement about the safeguarding responsibilities of the post holder. Our website will echo this. We will consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online.
- 10.4 We will ensure that at least one member of every interview panel has completed safer recruitment training within the last 5 years.
- 10.5 We have a procedure in place to manage allegations against members of staff, supply staff and volunteers (and to respond to low level concerns) in line with BWSCP [Berkshire West Safeguarding Children Partnership - Concerned about an Adult Working with Children](#) .We will communicate with Local Authority Designated Officer (LADO), through consultations and referrals when needed. Allegations related to any incidents when an individual or organisation is using the school premises for the purposes of running activities for children, the school will follow our safeguarding policies and procedures, including informing the LADO' within 24 hours.
- 10.6 Supply teachers – we will consider all allegations against an individual not directly employed by, where disciplinary procedures do not fully apply, (for example, supply teachers provided by an employment agency) and ensure allegations are dealt with properly and communication with supply agency and Local Authority Designated Officer (LADO) is continued throughout the investigation.
- 10.7 There is an agreed Code of Conduct policy which is compliant with 'Safer Working Practices', and includes - acceptable use of technologies, staff/pupil relationships, low level concerns and communications including the use of social media. The staff behaviour policy is located:
- 10.8. For agency and third-party supply staff, will ensure written confirmation has been received from the employment business supplying the member of supply staff that they have carried out the relevant checks and obtained the appropriate certificates.

## **11 STAFF INDUCTION, TRAINING AND DEVELOPMENT**

- 11.1 All new members of staff, including newly qualified teachers and teaching assistants, will be given induction that includes basic safeguarding training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the

Child Protection (safeguarding) policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges and other related policies. All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." Dec 2023. All staff must read Keeping Children Safe in Education Part One. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- 11.2 The induction will be proportionate to staff members' and governors' roles and responsibilities.
- 11.3 All DSL's will undergo updated DSL safeguarding training every two years. DSL's should undertake Prevent awareness training and disseminate the training to all staff annually
- 11.4 All staff members of the school will undergo face to face training (whole-school training) which is regularly updated and at least every three years. All governors must undergo governor specific awareness training to equip governors with the knowledge to provide strategic challenge, so they're assured safeguarding policies/procedures are effective and deliver a robust whole-school approach to safeguarding. This training should be regularly updated. All staff will have access to BWSCP multi-agency safeguarding training and e-learning. <https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/training/local-training-offers>
- 11.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it online training can be accessed at <https://www.westberkseducation.co.uk/Training?Id=2518>
- 11.6 The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated every three years. All governors will receive appropriate safeguarding training annually.
- 11.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 11.8 The DSL will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with [Working Together 2023](#). These will occur annually or more frequently when necessary.
- 11.9 The school will maintain accurate and up to date records of staff induction and training.

## **12 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

- 12.1 We recognise that all matters relating to Safeguarding are confidential.
- 12.2 The head teacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.

- 12.3 All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.
- 12.4 All staff members have a professional responsibility to share information with other agencies to safeguard children.
- 12.5 All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 12.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- 12.7 Information sharing is vital in identifying and tackling all forms of abuse, neglect, and exploitation, and in promoting children's welfare, including in relation to their educational outcomes. We have clear powers to share, hold and use information for these purposes.
- 12.8 Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who must make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. [\(KCSIE 2024\)](#)  
All staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

### **13 INTER-AGENCY WORKING**

- 13.1 We will develop and promote effective working relationships with other agencies, including agencies providing [early help](#) services to children, the police and Children's Social Care. In line with managing internally, the school or college may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support. More information on the early help process can be found in [Working Together to Safeguard Children](#).
- 13.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children
- 13.3 We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by Berkshire West Safeguarding Children



Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

## **14 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS**

- 14.1 We will ensure that contractors and providers are aware of our school's Child Protection- Safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 14.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *KCSIE 2024*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 14.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

## **15 WHISTLE-BLOWING AND COMPLAINTS**

- 15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school / college Whistle Blowing policy is shared with staff during their induction and annually during the universal safeguarding refresher training.

Whistleblowing: guidance and code of practice for employers – see policy  
Whistleblowing Advice Line is available for all workers - 0800 028 0285- Email  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- 15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. We also acknowledge that Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. Procedures in place for confidentially sharing and handling of low-level concerns.
- 15.4 We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

## **16 SITE SECURITY & OUT OF SCHOOL PROVIDERS**

- 16.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 16.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 16.3 We will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

16.4 When we are used for non-school activities, those providers are expected to meet the guidance in [Keeping Children Safe in Out of School Settings](#). More details regarding safeguarding in sport can be found here: [safeguarding in sport](#)

## 17 QUALITY ASSURANCE

17.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

17.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by Berkshire West Safeguarding Children Partnership and using the Section 175 online audit tool provided by them for this purpose.

17.3 The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

## 18 POLICY REVIEW

18.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

18.2 The DSL will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

18.3 Additional updates to the Child Protection - Safeguarding policy will take place as and when needed.

Updated Policy Date:	Scheduled review by WBC
	August 2025

# APPENDICES

## APPENDIX 1 - 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 having a Child Protection Plan. They are:

- 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 insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 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 care givers.
  - 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 & 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 of 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.
- Improbably 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 & 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 insofar as they meet the needs of another person e.g., persistent negative comments about the child or 'scape-goating' within the family.
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is 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 child's needs e.g., mental illness, substance misuse, learning difficulties.
- Parent or carer emotionally or psychologically distant from 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, and full account should be taken of cultural sensitivities of 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 or dirty or smells
- A child who is perceived to be frequently hungry, 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 child to grow or develop within 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 head lice/scabies
- Unmanaged /untreated health/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 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, 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 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 Absent 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.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a child who is looked after), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes

- Guidance on school attendance [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
  - Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).
  - further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).
  - general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#)
- Schools and colleges 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 they are being educated outside the school system e.g., home education (see below)

- 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 they nor their 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.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the Local authority, schools, and other key professionals should work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

**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 15 consecutive 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 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.

### **Child Criminal exploitation, Serious violence; and gang related activity**

Children who are at risk of criminal exploitation or serious violence may display the following indicators:

- Children who have increased absence from school.
- Children who go missing.
- Children who have a change in friendships.
- Children who have friendships with older individuals or groups.
- Children who have unexplained gifts or money
- Children who display a significant decline in performance.
- Children who's wellbeing declines.

Advice for school staff is available in the Home Office [Guidance Preventing Youth Violence and Gang Involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

### **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 doubts 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 41-42 of the Multi Agency Statutory Guidance on Female Genital Mutilation (FGM). [Multi Agency Statutory Guidance on FGM](#) (pages 60-62 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 that 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 31 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 or college'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, Sept 2019.

### 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](#), with pages 32-36 focusing on
- the role of schools and colleges. School and college staff can contact the Forced Marriage Unit
- if they need advice or information. Contact: 020 7008 0151 or email: [fmufco.gov.uk](mailto: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 1 July 2015 all schools and all colleges are subject to a duty under section 26 of the Counterterrorism 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 cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. These place a duty to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing boards. Boards 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 boards 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.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

## **Channel**

School and college 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](#).

## **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 schools' 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>**

# PREVENT REFERRAL PATHWAY

## WEST BERKSHIRE



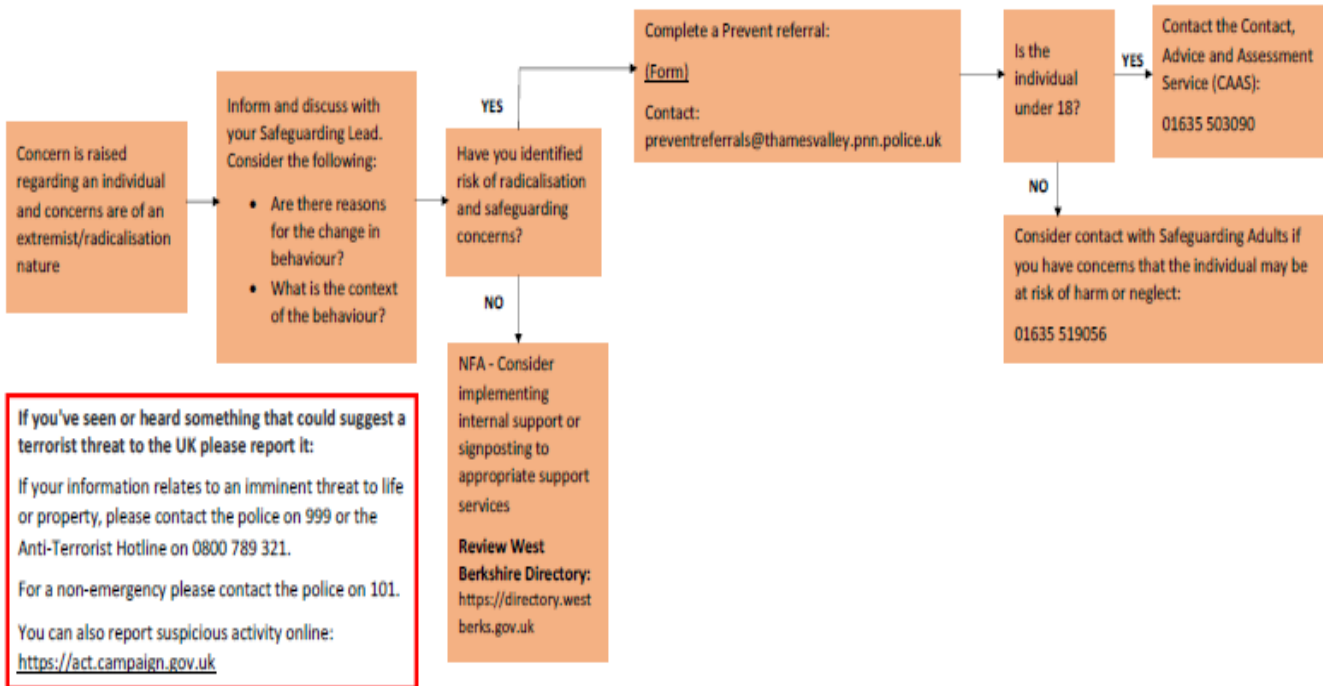
Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Prevent is about safeguarding children, adults and communities and providing early intervention to protect and divert people away from being drawn into terrorist activity.

**It is important to remember that safeguarding vulnerable people from radicalisation is no different to safeguarding them from other forms of potential harm.**

### Useful Links and Resources:

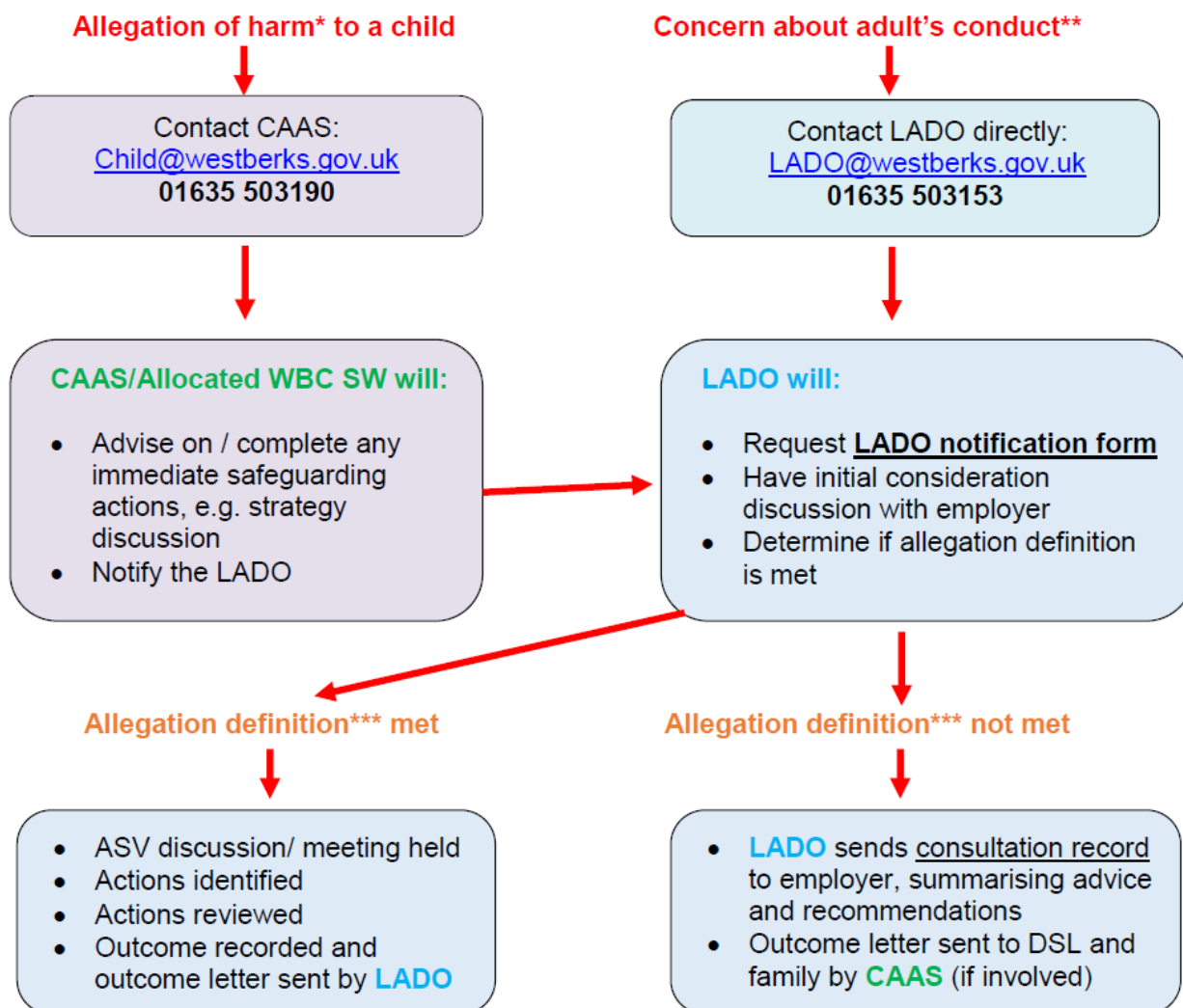
- Let's Talk About It – working together to prevent terrorism (<https://www.ltal.info>)
  - Educate Against Hate – (<https://educateagainsthate.com>)
  - Counter Terrorism Policing – (<https://www.counterterrorism.police.uk>)
- Training:**
- Prevent Awareness (free) - <https://www.elearning.prevent.homeoffice.gov.uk>
  - Channel Awareness (free) - <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>
  - Prevent Referrals (free) - <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>



## APPENDIX 4 - LADO REFERRAL PROCESS



### Designated Officer (LADO) Notification Process – Allegations against Staff / Volunteers (ASV)



**Out of hours allegations/concerns:**

Contact Emergency Duty Service (EDS) – 01344 786 543

## **APPENDIX 5 - ROLE OF THE DESIGNATED SAFEGUARDING LEAD, (KEEPING CHILDREN SAFE IN EDUCATION, Annex C)**

Governing boards and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety **and understanding the filtering and monitoring processes in place**). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing 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 leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. 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.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college 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 and colleges, 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 colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The designated safeguarding lead is expected to:



- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the safeguarding partners.
- liaise with the Head teacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a
- referral by liaising with relevant agencies so that children’s needs are considered holistically; • liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

**Information sharing and managing the child protection file.**

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff.
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing boards 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.
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

### **Training, knowledge and skills**

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. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;<sup>145</sup>.
- 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.
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners.



- understand and support the school or college 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.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.
- 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 or college may put in place to protect them.

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, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

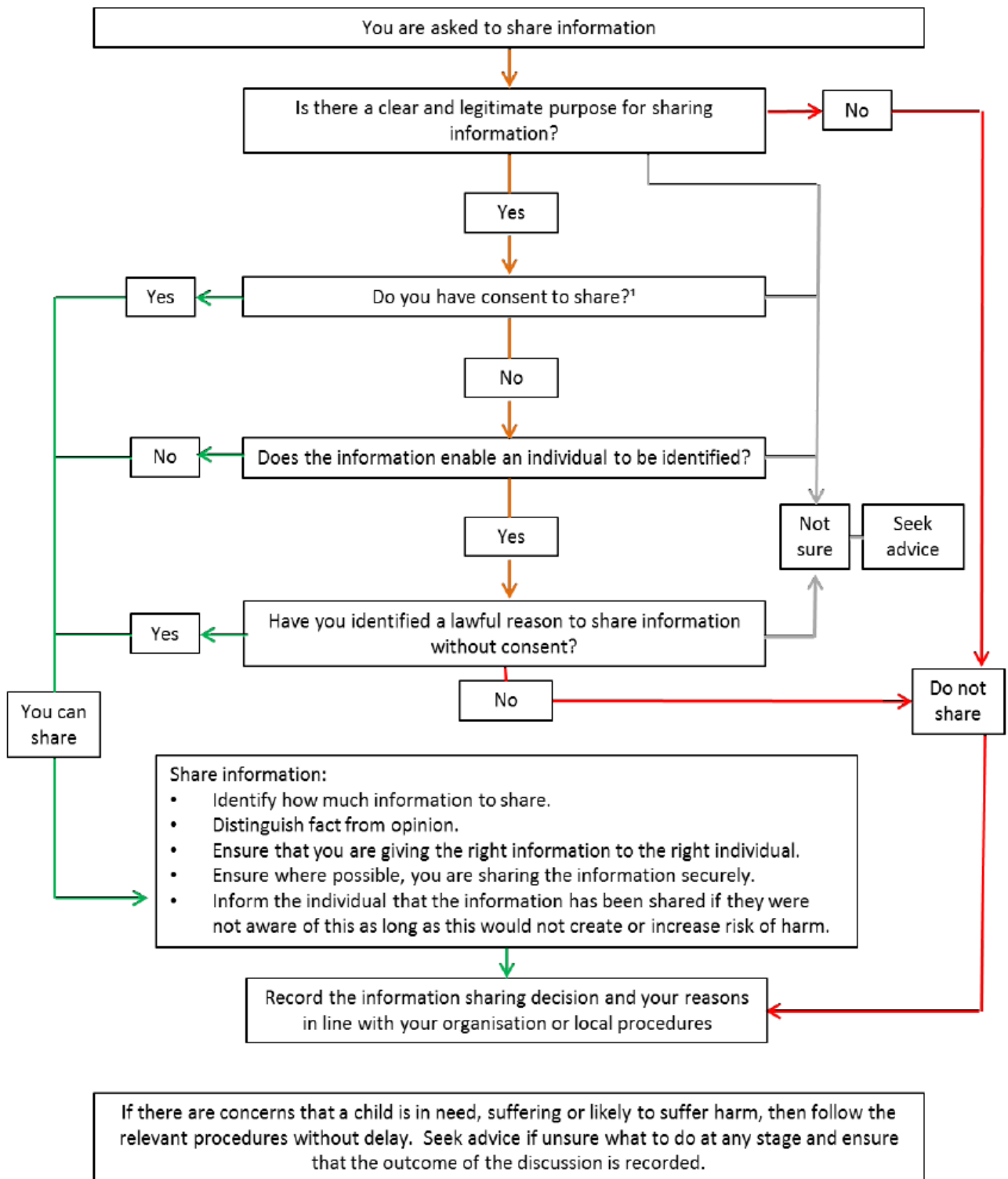
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

## Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

## APPENDIX 7 – WEB LINKS

The Government Website [www.gov.uk](http://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 2024](#)
- [Working Together to Safeguard Children](#)
- [Working Together to Improve School Attendance](#)
- [What to do if you're worried a child is being abused](#)
- [The Education Inspection Framework](#)
- [The Independent Schools standards](#)
- [Ofsted safeguarding policy - Safeguarding children and young people and young vulnerable adults](#)
- [The Children Act 2004 - Section 11 of the Children Act 2004](#)
- [The Education Act 2011 - Section 175 of The Education Act 2011](#)
- [Education and Training \(Welfare of Children\) Act 2021](#)
- [Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK \(www.gov.uk\)](#)
- [Meeting digital and Technological Standards in Schools and Colleges](#)
- [Criminal Exploitation of Children and Vulnerable Adults](#)
- [Preventing youth violence and gang involvement - Serious Violence](#)
- [Missing Children and Adults](#)
- **GDPR**  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf)
- **NSPCC helpline to support victims of sexual harassment and abuse in education settings - 0800 136 663**

# Guidance - Employing a Private Tutor

## Education Welfare Service

### Does West Berkshire Council hold a list of approved private tutors?

West Berkshire Council does not keep a list of approved private tutors. You, as a parent/ carer, are responsible for choosing and paying for private tuition.

### Are private tutors regulated by Ofsted, the Department of Education or West Berkshire Council?

- Tutors are not required to be registered or approved by any statutory organisation
- A tutor does not have to be a qualified teacher
- Any person can work as a tutor

### Can my child's school help?

Your child's school is often the best place to start. Share your concerns about your child's progress; staff may not be aware of your worries. They will already have a good knowledge of your child and his or her individual learning needs and abilities. They may be able to offer additional support to your child as part of the teaching they provide in school.

School may know of teaching staff that may be able to tutor your child at home on a privately paid basis. All teaching staff employed in maintained schools will have been checked to make sure they are suitable and qualified to work with children.

Whatever you arrange for your child, it is helpful to tell their school of your plans so that you can work together to support your child in their learning.

### How do I find a private tutor?

You could find a tutor by:

- Contacting tutoring agencies who employ tutors and advertise in the local press and internet
- Looking for adverts for private tutors in the local press and internet
- Asking for recommendations from other parents

**Whatever option you chose, you should ensure that you are satisfied that the tutor in question is qualified to teach and is safe to work with children. You should not rely on any other agency or body to decide whether a tutor is suitable for your child.**





## When choosing a tutor how can I be sure that he or she is properly qualified and does not pose a risk to my child?

You will be employing the tutor. All employers need to ensure staff working with children are properly qualified and do not pose a risk to children, you should therefore:

- Interview prospective tutors
- Ask to see qualification certificates and professional references
- Contact referees to check references are real
- Ask to see a CV and question any gaps in employment
- If the tutor works in a school ask for a reference from the Headteacher
- Take your child to meet with the tutor as this will help you decide if he or she is the right tutor for your child
- Be clear about methods of communication with your child. All correspondence should come to you; tutors should never text or email your child directly

Some tutors may have an enhanced Disclosure and Barring Service (DBS) check for other work they do. You should ask to see a copy of the disclosure certificate. It is for the individual tutor to agree that you can see their DBS certificate.

**It is up to you as a parent/carer to decide whether it is too risky to your child to employ a private tutor without a DBS check.**

## When I have found a suitable tutor, where should tuition take place?

Tuition is best undertaken in a quiet place, which is well-organised and suitable for study, away from the distractions of mobile phones, television or radio. A bedroom is never appropriate even if it contains a study area.

It is essential that you, or another trusted adult, remain on the premises; it is important

that you are able to go into the teaching area and can watch and listen if you wish. Doors can be kept partially open to allow both an undisturbed learning environment and your supervision.

Any tutor who is mindful and aware of current expectations of professional staff should have no objection and is likely to offer the arrangement without your suggestion.

## What should I do if my child tells me something inappropriate has happened or I find the tutor behaving inappropriately with my child?

Any adult who behaves in an inappropriate or abusive manner with a child must be reported to Children's Services. If your child tells you of inappropriate behaviour you must listen to your child and reassure them. However embarrassed or uncomfortable you feel about what your child tells you, or what you find, you must put the welfare of your child first. In such circumstances you should ensure that the individual is dismissed immediately from the position of private tutor to your child and you must also inform either the Police or West Berkshire **Contact, Advice and Assessment Service (CAAS) on 01635 503090**, who will make enquiries into the matter jointly with the police and where appropriate, the Education Service.

## CONCLUSION

As a parent you will wish to be satisfied that you are employing a tutor who is properly qualified and who can be relied upon to cause no harm to your child.

- Ask for evidence of qualifications, references and DBS check
- Always ensure you or another trusted adult remain on the premises
- **DO NOT** delay in reporting abusive or inappropriate behaviour to the relevant authorities and in such circumstances do not be afraid to dismiss the individual from your employ

**If you have any reservations about recruiting a particular individual – DON'T!**

## APPENDIX 9 - LOW-LEVEL EXAMPLE CONCERN FORM

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with John Rankin Schools Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). The record should be signed, timed and dated.

Name of reporting staff member	Description of Role
Name of adult of concern	Description of Role
Details of concern	
Signed	Date and Time
Received by	Date and Time
Action Taken (specify)	
Signed	Date and Time