BEECH LODGE SCHOOL

SAFEGUARDING CHILDREN - CHILD PROTECTION POLICY

This policy applies to all who work, or volunteer, or learn, or supply services to our school. The Policy is publicly available on the school website. On request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees should read this policy in conjunction with our Safer Recruitment Policy, Whistleblowing Policy, Staff Code of Conduct and The Teachers' Standards.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by Lucy Barnes (Headteacher) who is the Designated Safeguarding Lead (DSL) and Rachel Cassidy (Head of Pastoral Care) who is Deputy DSL (DDSL). The Proprietor undertakes a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged.

This discussion is formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff are informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

This policy was last reviewed and agreed by the Proprietor of the school in Sept 2016. The next be review will be no later than Sept 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Approved: Sept 2016

Lucy Barnes — Headteacher

Daniela Szmigielska Shanly — Proprietor

Page **CONTENTS**

2 **KEY INTERNAL CONTACTS**

3 **EXTERNAL CONTACT DETAILS**

4 **CONTEXT AND STATEMENT OF PURPOSE**

5 Definition of safeguarding and the difference between safeguarding and child protection

6 **OUR SAFEGUARDING PROCEDURES**

6 Sequence of events to be followed when a young person discloses abuse or neglect

7 Allegations against staff, volunteers, DSL's and the proprietor,

8 Unsubstantiated, false or malicious allegations

8 Concerns and allegations of abuse by one or more pupils on another pupil

9 RESPONSIBILITIES
9 All staff and volunteers; DSL and deputy DSL, proprietor, head teacher

10 SPECIFIC ISSUES RELATING TO SAFEGUARDING
10 Safer recruitment, single central register, visitors and visiting speakers,
11 Staff employed by another organisation, preventing extremism and radicalisation,
12 Teaching pupils how to keep safe, induction and on-going training
14 Complaints, disabled pupils and pupils with medical conditions
14 Listening to the wishes of pupils, looked after pupils
14 Missing pupils, mobile phones and cameras
15 Notifiable incidents, physical chastisement, physical restraint, pupils withdrawn from school, records
16 Website safeguarding statement, staff code of conduct,
16 Staff taking medication or other substances, vulnerable pupils, whistleblowing
17 Whistleblowing, working in partnership, young carer, working in partnership, young carer, legal status
17 Related documents, co-operation with the local authority, confidentiality

19 APPENDICES:
19 **Appendix 1: Types and signs of abuse and neglect;**
25 **Appendix 2: Main responsibilities of the DSL and Deputy DSL;**
27 **Appendix 3: What to do if you are worried a child is being abused or neglected;**
28 **Appendix 4: Procedures for when a young person discloses abuse or neglect –flow chart;**
29 **Appendix 5: Procedures for allegations against adults, college, staff or volunteer –flow chart;**
30 **Appendix 6: Safeguarding concerns or allegations of abuse on a child –flow chart;**
31 **Appendix 7: A child protection guide cue card.**

KEY INTERNAL CONTACT DETAILS

Our School's Designated Safeguarding Lead (DSL)/Prevent Officer and the Deputy DSL/Deputy Prevent Officer are:

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school is
Lucy Barnes (Headteacher)
01628 879384 mobile: 07971 686671 (24hrs)
Head@beechlodgeschool.co.uk

Deputy Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school is:
Rachel Cassidy (Head of Pastoral Care)
01628 879384, mobile: 07952 243785 (24hrs)
Rcassidy@beechlodgeschool.co.uk

The Proprietor for Safeguarding and Prevent Duties
Daniela Szmigielska Shanly
01628 879384 mobile: 07884 436546 (24hrs)
Daniela@beechlodgeschool.co.uk

KEY EXTERNAL CONTACT DETAILS

External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

The Local Authority Designated Officer (LADO) is:
Fiona Goussard
Royal Borough of Windsor and Maidenhead, Town Hall, St Ives road, Maidenhead, SL6 1RF
Telephone: 01628 683194 Emergency Duty team (out of hours service): 01344 786543
Email: lado@rbwm.gcsx.gov.uk

Keeping Children Safe in Education (DfE: Sept 2016) **makes it clear that anybody can make a direct referral to Children's Social Care including the LADO.** If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
We differentiate between safeguarding children who have suffered or are likely to suffer significant harm *'children at risk'* and those who are in need of additional support from one or more external agencies *'children in need'.*

Children's Social Care (CSC) Referral and Assessment Team for Children at Risk
Concerns about a child: If a child has suffered or is likely to suffer harm, the DSL must immediately report this to CSC.

Children's Social Care (CSC) Referral and Assessment Team for Children in Need / Early Help / Preventative Services
Children in need of additional support from one or more agencies: The DSL also refers pupils immediately to the CSC using the inter-agency assessment process through the Multi Agency Safeguarding Hub (MASH) via a referral form, thus utilising the "Team around the Child" (TAC) approaches. A referral can be made direct.

The contact details of the **Referral and Assessment Team** for ***Children at risk*** ***and Children in need of additional support from one or more agencies:*** is as follows:
Telephone: 01628 683150 (9.00am – 5.00pm Monday to Friday). Email: rat@rbwm.gcsx.gov.uk
Child Protection Coordinator: Telephone: 01628 683202
Emergency Duty Team (out of hours service): Telephone: 01344 786543

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999.

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is: Craig Miller, Head of Community Safety. Email: craig.miller@rbwm.gov.uk Tel: 01628 683598. Emergency Duty team (out of hours service): 01344 786543. The non-emergency police telephone number is: 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

Female Genital Mutilation: It is mandatory for us to report any suspected cases of Female Genital Mutilation to the Police whose contact details are: For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: 0800 028 3550 Email: fgmhelp@nspcc.org.uk Email: (Details to follow from the Local Authority

Local Safeguarding Children Board (LSCB): Printed copies of the LSCB procedures are available from the school office and the LSCB can be contacted as follows:
Royal Borough of Windsor and Maidenhead, Town Hall, St. Ives Road, Maidenhead, SL6 1RF
Telephone: 01628 683234 Email: lscb@rbwm.gov.uk Website: www.wamlscb.org

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 03001234234
Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Independent Schools Inspectorate CAP House, 9-12 Long Lane London**,** EC1A 9HA Tel: 0207 600 0100
Email: info@isi.net Website: www.isi.net

Disclosure and Barring Service (DBS)
Address for referrals: PO Box 181, Darlington, DL1 9FA Telephone for referrals: 01325 953 795
Telephone for customer services: 0870 909 08 Email: customerservices@dbs.gsi.gov.uk

NSPCC Child Protection Helpline: 0808 800 5000 **Childline:** Tel: 0800 1111 www.childline.org.uk

CONTEXT AND STATEMENT OF PURPOSE

The Proprietor and Advisors of Beech Lodge take seriously their responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Safeguarding is everyone's responsibility; although referrals are normally to be managed by the DSL, anyone may refer a child if necessary

The three main elements to our school's safeguarding policy are:
Prevention: Safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues which may be specific to individual children in our school and local area.

Protection: Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse, neglect and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge

inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

Support: We support children who may have been at risk of significant harm which includes the way staff respond to their concerns and any work that may be required. We also support children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through the provision of individual counselling at Beech Lodge School.

We support through: providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse.

We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination or such types. Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability.

They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm

Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.

In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Beech Lodge School with the age range of 5 to 16 we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

This policy provides staff, volunteers and the Proprietor with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

Definition of safeguarding from *Keeping Children Safe in Education* (KCSIE) (DfE: Sept 2016) This is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

The Difference between safeguarding and child protection: Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school should do for all children; Child Protection is part

of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed.

Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this should be reported to children's social care immediately. Action should also be taken to promote the welfare of child who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances should be addressed through inter- agency assessment using local processes.

OUR SAFEGUARDING PROCEDURES
The following is expanded on in 3-7

The following strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children. Although referrals are normally managed by the DSL, as pointed out earlier in this policy, anyone may make a referral if necessary using the external contact details on page 3.

SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT:

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that they are not to blame. Tell the child that you know how difficult it must have been to confide in you. If there is a need for medical attention seek assistance without delay.

Listen to what the child has to say and take them seriously. Stay calm, reassuring the child but *advising that you cannot promise to keep a secret or assure confidentiality*. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.

When talking to the child, do not interview the child and keep questions to a minimum. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue or make assumptions which might give particular answers. Do not repeat the disclosure or ask the child to repeat their disclosure other than to clarify what is being said. Do not display shock or disbelief. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record **in writing** the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Proprietors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility for investigating the allegation yourself. Do not attempt to contact in any way any person mentioned in the disclosure. Reassure the child that you will ensure the matter will be dealt with. Immediately consult the DSL so that any appropriate action can be taken to protect the pupil if necessary. Only tell those people that it is necessary to inform; the DSL will consider the information and decide on the next steps. Until otherwise

directed by the DSL, do not speak to anyway about the fact or content of the disclosure. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

ALLEGATIONS AGAINST STAFF, VOLUNTEERS, DSLS AND THE PROPRIETOR (SEE ALSO APPENDIX 5):

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child. This also applied when an adult within the school community may have possibly committed a criminal offence against or related to a child.

- Allegations concerning all other than the Headteacher/DSL and Proprietor or the DSL are to be reported straight away to the DSL (or in their absence, the deputy DSL) who, whilst keeping the Headteacher informed, will immediately contact the LADO to discuss the allegation.

- Allegations concerning the Headteacher/DSL are to be reported straight away to the Proprietor. The Proprietor will then immediately contact the LADO to discuss the allegation.

- Allegations concerning the Proprietor are to be reported straight away to the LADO without informing the Proprietor.

In each case above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the police. The police will be informed if a criminal offence is alleged. Guidance will also be sought from the LADO and/or police to enable the school to make a decision about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what, if any, conditions should apply.

If the initial referral is made by telephone, the DSL will confirm the referral in writing to Children's Social Care within 24 hours. If no response or acknowledgment is received within one working day, the Designated Safeguarding Lead will contact Children's Social Care again to clarify the position.

If Beech Lodge School was given information that suggested that a member of staff was abusing a pupil who is not a pupil at the School, the DSL would immediately report to the LADO and follow the procedure as if it was one of our own pupils.

ALL staff are aware of the referral process and how to implement the safeguarding protocols. All unnecessary delays should be eradicated and inaction at any level can and should be challenged. In borderline cases, where there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to Children's Social Care will be made without delay**.** The School will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed.

We give due weight to the views of the LADO and to our policy when making a decision about suspension. Beech Lodge School will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers. These restrictions apply up to the point where the accused person is charged with an offence. Beech Lodge School will make every effort to maintain confidentiality and guard against publicity if there are

allegations against teachers. These restrictions apply up to the point where the accused person is charged with an offence.

Unsubstantiated, false or malicious allegations: Where an allegation by a pupil is proven to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the School's behaviour policy, following consultation with the LADO. Where a parent has made deliberately invented or malicious allegations, the Headteacher will consider whether to terminate the pupil's placement at the School on the basis that they have treated the School or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established moving forward. The School reserved the right to contact the police to determine the appropriate action. The School has a duty of care towards it employees and as such, it must ensure that effective support is provided for anyone facing an allegation through the school's HR/Personnel arrangements.

The DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Concerns and allegations of abuse by one or more pupils on another pupil: We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. However, where there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm' the concern or allegation must be reported to the DSL immediately, who will then contact Children's Social Care to discuss the case. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL will follow through the outcomes of the discussion and if so advised, will make a formal referral. The discussion and any outcome and keep a copy in the files of both pupils' files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline or NSPCC. All pupils involved, whether perpetrator or victim, are treated as being 'at risk'. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** – blackmail or extortion; threats and intimidation.
- **Sexual abuse –** indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting.
- **Sexual exploitation** – encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts.

If the allegation indicates that a potential criminal offence has taken place, Children's Social Care will refer the case to the multi-agency safeguarding hub where the police will become involved. Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to exclude him / her during the investigation.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. A pupil against whom

an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

RESPONSIBILITIES

All staff and volunteers: Safeguarding is everyone's responsibility. It applies to all who work, or volunteer, or learn, or supply services to our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. All staff and volunteers should be alert to pupils at risk of being radicalised or drawn into extremism or Pupil Sexual Exploitation whether from an adult or another pupil (further details of these signs are in Appendix 2) and be aware of the procedures in this policy and follow them – independently if necessary.

They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally they are expected to make themselves available for appropriate training if necessary out of normal school hours and to read both this policy and Part 1 of the latest edition of KCSIE. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE.

Designated Safeguarding Lead (DSL) and Deputy DSL: They are members of the school's senior leadership (SLT) with the status and authority to carry out the duties of the posts of DSL/Deputy DSL and /Deputy Prevent Officers. A detailed list of responsibilities for the DSL/Deputy DSL is given in Appendix 2. In brief: these responsibilities cover the following safeguarding areas: includes child protection referrals, raising awareness, training, liaising with the local authority children's agencies as appropriate, committing resources and supporting and directing staff. Their telephone numbers are prominently displayed in the school. Normally safeguarding concerns should be referred to and managed by the DSL liaising with the nominated Proprietor, head and other members of the senior leadership as appropriate. The core responsibility of the DSL is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice.

The DSL and Deputy DSL are responsible for ensuring that all staff, volunteers and Proprietors receive appropriate safeguarding training and guidance, updated as required. They must ensure that members of staff, volunteers and Proprietors are fully aware of how they should act in the event of a child making a safeguarding disclosure.

The Deputy DSL will act as DSL in her absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down above and in Appendix 2.

Proprietor: The Proprietor plays a key role in safeguarding at the school championing child protection issues within the school and liaising with and holding to account the Designated Safeguarding Lead. The Proprietor has responsibility for all safeguarding matters relating to the pupils of the school. Proprietors shall have specific responsibilities for: ensuring that all staff and those working in the school (teaching, non-teaching, contractors, agency staff and volunteers) are informed of the content of this policy; checking the staff's understanding and implementation of the policy; and ensuring that all staff are aware of the referral process and how to implement safeguarding protocols. To these ends they shall:

- ensure that this policy is reviewed in detail and approved by them at least annually;

- monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and deputy DSL;
- ensure that all those working in the school understand their own safeguarding duties and responsibilities;
- liaise with senior leadership of the school and with the DSL and Deputy DSL on matters relating to safeguarding. That person will be authorised to liaise with the LSCB and LADO as and when required by this policy;
- receive from the DSL a safeguarding report at each meeting with the Proprietor;
- produce an annual safeguarding report;
- receive appropriate and regular training to assist them in the proper fulfilment of their corporate responsibilities for safeguarding and
- receive appropriate safeguarding induction training on appointment as a Proprietor.

Additionally the Proprietor, who gives opportunities for any concerns to be voiced, has an appropriately thorough understanding of the teaching of safeguarding issues within the school.

The Headteacher will:

- ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of children is dealt with in accordance with the school's Whistle Blowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith;
- ensure that children's safety and welfare are addressed through the curriculum and
- Be able to understand safer recruitment procedures and processes and deal with allegations ad against members of staff and volunteers.

SPECIFIC ISSUES RELATING TO SAFEGUARDING

Safer Recruitment, the Single Central Register (Please refer to our safer recruitment policy)
Beech Lodge School ensures that a sufficient number of relevant staff are trained in safer recruitment processes. Our school operates safer recruitment procedures (in accordance with government recommendations) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietors, supply staff, staff of contractors and other individuals working with or nearby children.

The Single Central Register (SCR) of appointments is rigorously maintained. All employees, Proprietors, supply staff, volunteers and others working within the school are checked in accordance with the full requirements of the SCR before starting work and the details of these checks are recorded in the SCR.

Through risk assessments the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to children, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Visitors and visiting speakers: Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. The School keeps a visitors book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged by staff or reported to the Headteacher or School Office.

The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will always include a barred list check and internet search. At Beech Lodge School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (Sept 2016) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. We decide which checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Safeguarding arrangements for staff employed by another organisation: The school will ensure that formal procedures are followed to satisfy itself that appropriate pupil protections (including DBS) checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, on a school trip, while in a separate institution or activity centre). See policy on Educational Visits. Wherever possible Beech Lodge School will obtain DBS checks on all contractor staff, who also receive safeguarding training from the Designated Safeguarding Lead (DSL).

Prevent Duty: Preventing Extremism and Radicalisation: Please refer to our Preventing Extremism and Radicalisation policy. KCSIE define radicalisation as 'the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Beech Lodge School teaches tolerance and fairness as a fundamental part of the school's ethos. The Proprietor, Headteacher and staff are fully aware of their duty of assessing the risk in this school of our pupils being drawn into terrorism including support for terrorist ideology fundamental to which are extremist ideas. Protecting pupils from the risk of radicalisation is seen as part of Beech Lodge School's wider safeguarding duties, and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to interne to prevent vulnerable people being radicalised. We consider the level of risk of children identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Social Care.

We assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Our prevent strategy demonstrates a specific understanding of the risks affecting children and

young people and identifying children who may be at risk of radicalisation.

The DSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training and identifying children at risk of radicalisation and being drawn into terrorism) carried out at least every two years in order to:

- provide advice and support to other members of staff on protecting children from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess children at risk of being drawn into terrorism and to challenge extremist ideas;
- ensure that teachers are aware of the clear procedures in place for protecting children at risk of radicalisation;
- liaise with those responsible for PSHEE, SMSC, assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism and
- liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Our school also ensures that we can 'demonstrate activity', as required by the statutory guidance, in the following key areas: risk assessment of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities. The school is able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Teaching pupils How to Keep Safe: (Educating pupils about safeguarding and radicalisation including the delivery of the prevent strategy): Our school ensures that pupils develop a clear understanding both of safeguarding issues and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation: Our programme for Personal, Social, Health and Economic Education (PSHEE) supports this process. Age appropriate anti-bullying assemblies are held in all phases of the school, each half term and include the risks of cyber bullying. s. Additionally whenever appropriate subjects in the curriculum and co-curriculum activities will be used to reinforce the messages given.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people. We ensure that pupils are safe from terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education with the curriculum in line with our E-safety and Cyber Bullying policies. We have a whole school approach to on-line safety, including a clear policy on the use of mobile technology. We carefully consider how to measure *3G and 4G* on the school premises. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially pupils and vulnerable adults. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP's *Thinkuknow*_website www.thinkuknow.co.ukand the Google Legends project https://www.google.co.uk/safetycenter/families/legends/.

Within Spiritual, Moral social and Cultural (SMSC) development, we instil within pupils values that build resilience and prevent pupils being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC, and create an environment in which pupils know they are listened to and valued. We educate our pupils to reject violence and cruelty in 'whatever forms they

take on whether it be form animal rights activists, Al Quaida influenced groups, racist and fascist organisations or any other extremist group.

Induction and On-Going Training for all staff, temporary staff, volunteers and the Headteacher*:* We consult with the LSCB to determine to most appropriate schedule, level and focus for training, which will include the risk of radicalisation, extremism and Child Exploitation. For staff who cannot read English, our school takes steps to ensure that they understand key information. The school has arrangements to listen to pupils by use of counsellors, listeners, helplines and other systems to gain views and insight.

Beech Lodge School arrangements for role-appropriate training and refresher training is also in accordance with Local Authority procedures and also as required in KCSIE (DfE: Sept. 2016). All staff are provided with copies of key documents as part of induction training. During induction training, the systems to support safeguarding are explained to staff and copies of the following are provided to them (paras. 12, 33 and 48):

- Child protection policy (safeguarding policy) – including information about the role of the designated safeguarding lead;
- Staff code of Conduct (covering as a minimum, acceptable use of technologies, staff pupil relationships and communications, including via social media, whistleblowing);
- Part one of KCSIE, which includes *Prevent Duty* (We ensure mechanisms are in place to assist staff and to understand Part One of KCSIE and discharge their role and responsibilities);
- KCSIE Annex A (which are some types of abuse formerly mentioned in Part One of KCSIE)

All staff are also given a copy of the school policy and in the event of any updates, all staff will be updated and further confirmation that they have read the new version will be required. This applies not only to new staff but also those already in post. We have mechanisms in place to assist staff to understand Part One of KCSIE and discharge their roles and responsibilities as set out in Part One. These include:

- Safeguarding induction training which talks new staff through the content of Part One in a level of depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted;
- INSET training;
- Reminders in staff meetings

We ensure our school leaders and staff who work directly with children read the new Annex A (para 44.) Some types of abuse formerly mentioned in Part One of KCSIE are now separated into Annex A. We also supplement the regular training for staff and two yearly training designated safeguarding leads (DSLs) with informal updates. KCSIE now expressly mentions sexting, “banter”, sexual assault between young people and gender based issues. Our policies now reflect:

- How we deal with allegations of peer on peer abuse, including how victims will be supported;
- How sexting will be dealt with
- Other peer on peer abuse of relevance to the school

1. The child protection policy, staff code of conduct, behaviour policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying, along with the implications for mental health and pastoral care and how to identify pupils at risk of radicalisation;
2. The identity of the DSL;
3. The active promotion of British values and an understanding of extremism and radicalisation;
4. The DSL undertakes prevent awareness training and is able to know how to refer pupils and young people for further help. We also are able to access channel on-line general awareness training. We work in partnership with

local *Prevent* co-ordinators. When available in our local authority, WRAP training will be provided for our Senior (SLT);

5. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary and that they are not disqualified by association as a result. This is one part of our establishing a positive safeguarding culture in Insert name of school.

Following consultation with the Local Safeguarding Children Board (LSCB, all staff members and the Proprietor will undertake appropriate child protection training regularly i.e every 3 years as a minimum for all staff, with the DSL and Deputy DSL attending training every 2 years in line with requirements within Keeping Children Safe in Education Sept 2016, inter-agency working. Such training will include local inter-agency protocols and training in the LSCB's approach to Prevent duties. Prevent training is included at the beginning of school year Inset. We liaise with Royal Borough of Windsor and Maidenhead who provide the training.

Complaints

Any complaint arising from the application of this policy should be directed in the first instance to the DSL. Should the complainant be dissatisfied with the response given then they should follow the school's complaints procedures.

Disabled pupils and pupils with medical conditions: Our staff are aware that disabled pupils experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled pupils may be more vulnerable to abuse because they may have fewer outside contacts than other pupils; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of pupils including those pupils with longer term medical conditions.

Listening to the wishes of pupils and young people: Beech Lodge School has a culture of ensuring that pupil's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils. We believe it is critical that our pupils have an adult who they can trust and Beech Lodge School ensures that there are appropriate systems so pupils know who they can turn to and that staff will listen to them. These include: the School Council; teachers and Helplines such as NSPCC and the Child line. Beech Lodge School actively encourages a sensitive and open 'listening' environment in which staff and pupils may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

Looked After pupils: The Proprietor will ensure staff have the skills, knowledge and understanding necessary to keep safe pupils who are looked after by a Local Authority, if they have such pupils on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. This includes the pupil's social worker and virtual Headteacher, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the pupil's legal status. In our school this person is the DSL. See https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

Missing pupils: Our staff will follow the school's separate procedures for dealing with pupils who go missing, particularly on repeat occasions (Please see our Missing Children Policy). They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Beech Lodge School will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

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, FGM and forced marriage. More information can be found in 'Statutory guidance on pupils who run away or go missing from home or care' and KCSIE (Sept 2016). Beech Lodge School has an admission register and an attendance register.

All pupils are placed on both registers. We will follow-up unexplained absences of any pupil with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a pupil who is on the pupil safeguarding register. Beech Lodge School shall also inform the applicable local authority of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the secretary of state).

Additionally, the DSL will notify the applicable Local Authority (within which the pupil resides when not at Beech Lodge School of any pupil who is going to be deleted from the admission register where he or she:

- has been taken out of school by his/her parents and are being educated outside the school system e.g. home education;
- has ceased to attend Beech Lodge School and no longer live within reasonable distance of the School;
- has been certified by a doctor as unlikely to be in a fit state of health to attend the school before ceasing to be of compulsory school age , and neither he/she nor his/her parent has indicated the intention to continue to attend Beech Lodge School after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and Beech Lodge School does not reasonably believe he/she will be returning at the end of the period or,
- has been permanently excluded

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Mobile phones, cameras: Staff should not use personal mobile telephones in the presence of pupils and must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Headteacher. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headteacher or parents of the pupil involved. The Schools' Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of children other than a school camera. This is in line with the whole school policy on the use of mobile phones and cameras.

Notifiable Incidents: A notifiable incident is an incident involving the care of a child which meets any of the following criteria:

- A child has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is **not** known or suspected);
- A child has been seriously harmed and abuse or neglect is known or suspected;
- A child in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to Children's Social Care and the local authority Child Death Overview Panel (CDOP), Ofsted and the DfE.

Physical chastisement: Where a pupil has been or alleges they have been subject to chastisement through the use of an implement or substance, this will immediately be reported for investigation to the LADO.

Physical restraint: Our policy on physical restraint is compliant with the Local Authority's 'Physical Restraint in Schools' guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention, of a nature that causes injury or distress to a child, may be considered under child protection or disciplinary procedures

Pupils being withdrawn from School: If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and pupil protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to Children's Social Care. If educational records are sent to our school concerning a pupil who is not registered by the parent, they will be returned and the school advised to refer to their Local Authority Education Welfare Service. A pupil's name will only be removed from the School's Admission Register in accordance with the Child Registration Regulations. Further information is contained in our Admissions Policy.

Records: Written notes will be kept of all incidents relating to individual pupils. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to Beech Lodge School and are recorded on the Inter-agency Referral form.

School website safeguarding statement: To ensure the privacy and safety of pupils where children are named, only their first names are given. Where a child is named, no photograph of that child is displayed. Where a photograph of is used which shows a child, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate. Beech Lodge School follows a policy of seeking parent, guardian or carer's permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

Staff Code of Conduct - power, positions of trust and staff behaviour: Guidance is provided in the Beech Lodge School S*taff Code of Conduct and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, counselling and so on). The staff Code of Conduct is wide-ranging and covers staff/pupils relationships (including working alone with children - our lone working policy) and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy.

Staff taking medication or other substances: Staff must seek medical advice if they are taking medication which may affect their ability to care for pupils, and any staff medication must be securely stored and out of the reach of pupils at all times.

Vulnerable pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these pupils will be reported immediately to the allocated Social

Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a pupils under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Social Care and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Whistleblowing: Our whistleblowing policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Our school has regard to KCSIE (Sept 2016) and as a result has clear processes for reporting and recording allegations.

Working in partnership and responding to parents and carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for pupils. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any pupil in the School. If preferred, parents may discuss concerns in private with the pupil's form teacher or the Headteacher who will notify the Designated Safeguarding Lead in accordance with these procedures.

Young carer: A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

Our school operates these safeguarding procedures in line with locally-agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the LADO and the Proprietor's annual Safeguarding Audit and Review.

Legal Status (statutory and best practice guidance)

- Part 3, paragraphs 7 (a) and (b) of the education (Independent School Standards) (England) Regulations 2014, in force from the 5th January 2015.
- *Disqualification under the Childcare Act 2006 (*February 2015)
- *What to do if you're worried a pupil is being abused* (HM Government: March 2015)
- *Working Together to Safeguard Children (WTSC) (HM Government: 2015)* which also refers to non-statutory advice, Information sharing (HM Government: March 2015) along with the Disclosure and Barring Service (DBS) Code of Conduct
- *Prevent' Counter-Terrorism and Security Act 2015 (HM Government: 2015*) inclusive of the *Prevent Duty Guidance: for England and Wales* (March 2015) *(Prevent). Prevent* is supplemented by *The Prevent duty: Departmental advice for schools and child care providers*(DfE: June 2015) and *The use of social media for on-line radicalisation* (Sept 2016)
- *The Children Act 1989 guidance and regulations DfE: Volume 2, June 2015*
- This policy is consistent with Keeping *Children Safe in Education (KCSIE) Information for all school and colleges (*DfE: Sept 2016) incorporates the additional statutory guidance,) along with the Disclosure and Barring Service (DBS) Code of Conduct.

This policy has been compiled in conjunction with and reference to the following related documents which are:

- **Available on the school website and also on request from the school office:** Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; First Aid; Educational Visits and Off-site Activities; E-Safety including Cyber Bullying and Acceptable Use; Personal Social Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Education Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral Social and Cultural (SMCS) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and college staff* (DfE: Sept 2016).
- **Available on the Staff Shared:** Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and college.* (DfE: Sept 2016); Appendix A and B – Safer Recruitment Flowcharts.

Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the Local Authority, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: Sept 2016) paragraphs 141 – 147.

Confidentiality: We regard all information relating to individual pupil or adult protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with Children's Social Care and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (March 2015). Our staff know they cannot promise confidentiality and that there are other agencies which pupils can turn to e.g. Childline: 0800 1111.

APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS WHICH ARE IDENTIFIED IN KEEPING CHILDREN SAFE IN EDUCATION (SEPT 2016)

Types of Abuse and Neglect: *Working Together to Safeguard Children (*HM Government, 2015) defines abuse as a form of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another pupil or children. *KCSIE (*HM Government, 2016) further states that staff should be aware that abuse, neglect and safeguarding issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Types of abuse and neglect include: *Abuse and Neglect; Neglect (physical or emotional); Physical abuse; Emotional Abuse; Peer abuse; Extremism/Radicalisation; Domestic Violence; Drug/alcohol abuse; Emotional abuse; Abuse of Trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child Sexual Exploitation; Child exploitation and e-safety; Pupil Sexual Exploitation; Pupil exploitation and E-safety; Female Genital Mutilation; Forced Marriages; Fabricated or Induced Illness; Faith Abuse; Safeguarding Disabled Children; Disability and Vulnerability; Honour-based violence Vulnerable Groups; Bullying including cyberbullying; Vulnerable Pupils; Children in Need; Children who run away or go missing; Young Carers; Cared for Children and Significant Harm.*

Specific safeguarding issues*:* Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website: child missing from education, home or care; child sexual exploitation (CSE); bullying including cyberbullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM); forced marriage; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); mental health; private fostering; radicalisation; sexting; teenage relationship abuse; trafficking.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM):

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.

Circumstances / symptoms that may point to FGM happening:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that a sibling has undergone FGM
- A child talking about going abroad to be 'cut' or to prepare for marriage
- Difficulty in walking, sitting or standing
- Spending lengthier time in the bathroom/toilet than usual
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations
- Asking for help, but not detailing the problem in full due to fear or embarrassment

Mandatory reporting duty: 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 <u>not</u> 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.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should 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

HONOUR-BASED VIOLENCE

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 of Honour-based violence: There is a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions if HBV is suspected: 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 multiagency liaison with police and children's social care.

<u>Indicators of Abuse</u>

NEGLECT

Neglect: 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; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; Illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away

EMOTIONAL ABUSE

Definition of emotional abuse: 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. It may feature 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.

This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Children can be harmed by witnessing someone harming another person – as in domestic violence. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

PHYSICAL ABUSE

The nature of physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern include:

- multiple bruising or bruises and scratches (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- Bi-lateral injuries such as two bruised eyes;
- bruises on the back, chest, buttocks, or on the inside of the thighs; marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for

abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation: (Please note that this definition is expected to change in September 2016).
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.
- Staying away from certain people or avoiding being alone with someone
- Displaying sexual behaviour that is inappropriate for their age
- Inappropriate masturbation or self-harm (including eating disorders)
- Anxious unwillingness to remove clothes when changing for PE etc

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse.

Characteristics of child sexual exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

NOTE: The concerns listed above are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

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: fmu@fco.gov.uk.

DOMESTIC ABUSE

The Home Office define domestic abuse as: *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality".*

Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to Surrey Children's Services and/or the Police as necessary. In circumstances where there have been 3 known incidents of domestic abuse, a referral must be made to Royal Borough of Windsor and Maidenhead Children's Services.

In December 2015 a new criminal offence of coercive and controlling behaviour came into force in England and Wales. This means that repeated patterns of non-physical behaviour (emotional abuse and control) within relationships are now considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

BULLYING - *Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school.*

This may be defined as repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. It may be deliberate harassment or an aggressive act of omission which causes physical or psychological hurt. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures
- Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol
- A shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR

Self harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons

including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling;
- not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and
- low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL AND DEPUTY DSL

The core responsibility of the DSL, who is a member of the SLT, is to take **lead responsibility** for safeguarding and child protection maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. The DSL, who has the status and authority within the school to carry out the duties of the post is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the Designated Safeguarding Lead is unavailable these duties will be carried out by the Deputy Designated Safeguarding Lead:

Managing Referrals includes:

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- to keep links with the Royal Borough of Windsor and Maidenhead LSCB and the LADO;

Work with others

The designated safeguarding lead is expected to:

- Liaise with the headteacher or principal to inform him/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 designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The DSL and deputy DSLs (and any deputies) undergo training specific to be refreshed every 2 years in order to keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
- Are alert to the specific needs of children in need, those with special needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- 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.

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school 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 bodies or proprietors regarding this ;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policy of safeguarding.

Child protection File

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

Availability

- During term time the DSL (or a deputy DSL) should always be available t9during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- 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 time activities.

APPENDIX 3 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

Member of staff has concerns about a child's welfare (including children in need and children at risk)

Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Discuss concerns with Lucy Barnes (Designated Safeguarding lead)

The **Safeguarding Lead** will consider further actions required, including consultation with Children's Social Care, immediately (number below) or the police if a crime has been committed, immediately. Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency /organisation. In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact social care directly.

Still have concerns: refer to Social Care

No longer has safeguarding concerns

Royal Borough of Windsor and Maidenhead Children's Social Care

During office hours, Monday – Friday

01628 683150

Out of hours Contact Emergency Duty Team on

01344 786543

Additional / unmet needs

Children's Social Care

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer e.g.:
   - Further Assessment including
   - Child protection enquiries/Strategy Discussion
   - No further action required for Children's Social care **and Early Help assessment recommended**
   - Referred to other agency for service provision

Consult with family and relevant agencies and undertake a Common Assessment (Early Help CAF) and Team around the Child meetings.

APPENDIX 4 - WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.

Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record in writing the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Proprietors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- Do not approach or inform the alleged abuser.

APPENDIX 5 - ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS

Risk of harm to pupils

If you become aware that a member of staff/volunteer may have:

- *Behaved in a way that has harmed a child, or may have harmed a child;*
- *Possibly committed a criminal offence against or related to a child or*
- *Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child*

↓

Report immediately to the Headteacher

(who is the Designated Safeguarding Lead)

Any concern or allegation against the Headteacher/DSL will be reported to the Proprietor, Mrs Daniela Shanly unless there is clear evidence to prove that the allegation is incorrect, the Headteacher must:

↓

Report the allegation within one working day to the Local Authority Designated Officer (LADO):

- Fiona Goussard, LADO: **01628 683194**
- Royal Borough of Windsor and Maidenhead, Town Hall, St Ives road, Maidenhead, SL6 1RF
- Emergency Duty team (out of hours service): **01344 786543**
- Email: **lado@rbwm.gcsx.gov.uk**

↓

The Designated Officer will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

↓

If the allegation threshold is NOT met, the LA Designated Officer will agree with you an appropriate response

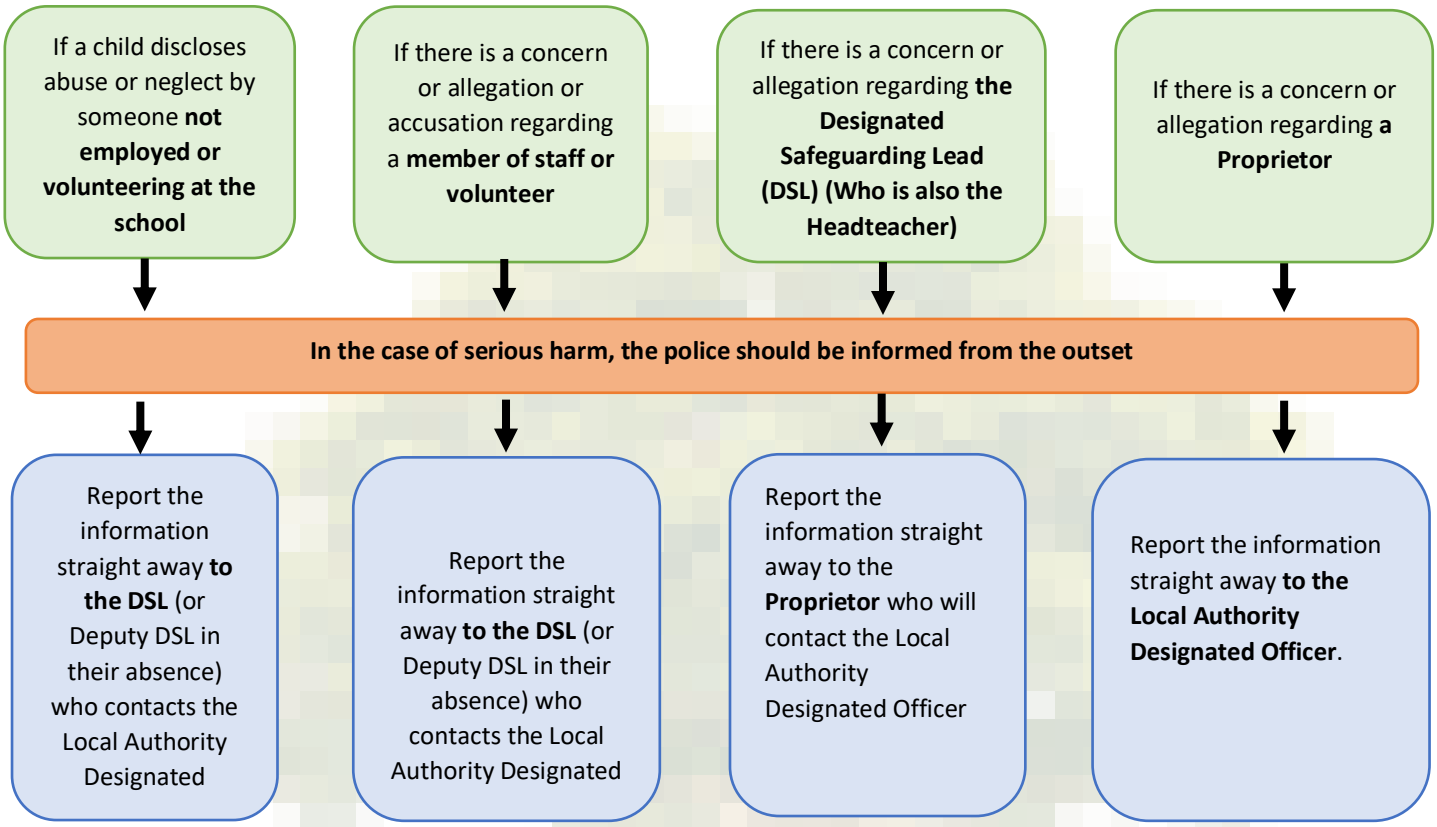
(e.g. for the agency to undertake further enquiries or undertake an internal investigation)

↓

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

APPENDIX 6 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, or may have harmed a child; possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.



Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school Contact Details: - Mrs. Lucy Barnes (Headteacher) Telephone: 01628 879384 Mobile: 07971 686671
Head@beechlodgeschool.co.uk

Deputy Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school Contact Details: - Mrs Rachel Cassidy
Telephone: **01628 879384,** Mobile: **07952 243785 (24hrs)**
Rcassidy@beechlodgeschool.co.uk

Proprietor Contact Details: - **Daniela Szmigielska Shanly**
Telephone: **01628 879384,** Mobile: **mobile: 07884 436546 (24hrs)**
Daniela@beechlodgeschool.co.uk

Keeping Children Safe in Education (DfE: Sept 2016) **makes it clear that anybody can make a direct referral to Children's Social Care including the LADO and other external agencies.**

APPENDIX 7 - A CHILD PROTECTION GUIDE - CUE CARD

(The document below is given to staff and volunteers to be carried at all times as folded A6, two sided, crib card

A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designed Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the DSL of the allegation.
2. Record and date the details of the allegation in writing.

Do treat everyone with respect
Do provide an example of behaviour you wish others to follow
Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
Do respect a young person's right to personal privacy
Do provide access for young people to talk to others about any concerns they may have.
Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties
Do encourage young people with disabilities and learning difficulties
Do encourage children and adults to point out attitudes and behaviour that they do not like
Do avoid inappropriate physical or verbal contact with young people
Do remember that someone else might misinterpret your actions
Do respect the cultural, religious and ethnic backgrounds of others
Do recognise that caution is required even in sensitive moments of counselling
Do avoid situations that compromise your relationship with young people
Do NOT permit abusive peer activities (e.g. bullying racism or others)
Do NOT judge or jump to conclusions about others
Do NOT show favouritism to any individual
Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums
Do NOT make inappropriate remarks or gestures
Do NOT rely on good reputation
Do NOT believe 'it could never happen to me'
Do NOT interview or meet with children in private or outside of school
Do NOT let concerns or allegations of abuse go unrecorded
Do NOT play physical contact games with young people.