



### Purpose and background

Children have a right to feel secure and cannot learn effectively unless they do so. Each child regardless of age, gender, race, ability, sexuality, religion, culture or language has a right to be protected from harm. The Wren School makes every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We maintain an attitude of “it could happen here” where safeguarding is concerned and recognise our moral and statutory responsibility to protect, safeguard and promote the welfare of the students in our care, because “the welfare of the child is paramount” (Children Act 1989). All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance. We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children. 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.

Section 175 of the Education Act 2002 places a statutory responsibility on governing bodies to have policies and procedures in place that safeguard and promote the welfare of children who are students of the school (Working Together to Safeguard Children 2015, updated 2017). This policy refers to Department for Education Guidance on Keeping Children Safe in Education, 2016 and takes account of Ofsted’s Safeguarding children and young people and young vulnerable adults policy, 2015. The school will also have due regard to the statutory guidance on Supporting Pupils at School with Medical Conditions, 2014 and all other relevant guidance documents.

Section 11 of the Children’s Act 2004 sets out the arrangements that schools must make to promote the welfare of and to safeguard children and young people, “All schools ... have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools ... should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns”.

This policy fits within Berkshire Local Safeguarding Children Board (LSCB) child protection procedures, the link for which is <http://berks.proceduresonline.com/index.htm>; this will be saved as a shortcut on all school staff computers and laptops.

This policy applies to all students, staff, governors, volunteers and visitors to The Wren School, which recognises it is responsible for making referrals and not enquiries or investigations. Its purpose is to provide staff, volunteers and governors with the framework and guidance they need in order to keep children safe and secure at The Wren School, which recognises it is responsible for making referrals and not enquiries or investigations; it will also inform parents and carers how we will safeguard their children whilst they are in our care. All visitors to The Wren School will sign in and be given a visitor lanyard to wear (green indicating that the school has appropriate evidence of DBS clearance and red for everyone else) and will be given a leaflet explaining the school’s safeguarding strategy. Additional

information, including copies of DfE guidance and the school's Safeguarding and Child Protection policy is available from the magazine rack in Admin.

## Policy objectives:

We believe that every student has the right to feel safe and protected from harm (or the risk of harm); this includes physical, sexual and emotional harm as well as neglect. See Appendix 1 for definitions. With this in mind, this policy has the following objectives:

- to provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- to ensure consistent good practice across the school;
- to demonstrate our commitment to protecting children;
- to prevent child abuse through the creation of a positive school atmosphere and the teaching and pastoral support offered to students;
- to protect students by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns;
- to offer support to students who may have been abused.

## Management of policy

<b>School:</b>	This policy is implemented and managed by the headteacher, Jo Broadhead - who is the Designated Person (DP) for Safeguarding Children and her deputy, David Zell (assistant headteacher).
<b>Governing Body:</b>	The Inclusion and Community Committee will review this policy annually and recommend amendments to Full Governing Body for final decision.
<b>Approval:</b>	Updated and approved by FGB 1 <sup>st</sup> March 2018.
<b>Next review due:</b>	March 2019

## Associated policies

Anti-bullying

Behaviour

Attendance

Code of Conduct for staff (Staff employment manual)

Confidential reporting (including whistle blowing and allegations management)

Equal Opportunities

Health and Safety

ICT Acceptable Use – staff

ICT Acceptable Use – students  
Medical Conditions  
Prevent  
Safer Recruitment  
Sex and Relationships Education (SRE)  
Staff Employment Manual (VWV)  
Social Media  
Special Educational Needs and Disability (SEND)

## Practice and procedures

### Safeguarding Practice

The Wren School's Safeguarding Statement (see Appendix 2) will be included within the school prospectus on the school website, which will also include links to this policy, which will be made available to parents in hardcopy on request. The statement will be displayed and shown to school visitors and will be made clear during the school's staff recruitment process, in advertisements and information provided to applicants. All visitors will be expected to sign in, given a copy of The Wren School's Visitor Information Leaflet and wear a badge at all times.

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult help to prevent abuse. Our school will therefore:

- a) establish and maintain an ethos where students feel safe and secure and able to talk freely about their concerns, believing they will be listened to and valued;
- b) include in the curriculum:
  - a. activities and opportunities to equip students with the skills they need to stay safe from abuse, including from peer on peer abuse (see Anti-bullying policy);
  - b. material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- c) ensure that:
  - a. students know that there are adults within the school whom they can approach if they are worried or in difficulty;
  - b. wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

### Procedures

We recognise that staff anxiety around child protection can undermine good practice and so The Wren School has established clear lines of accountability, training and advice to support the process and individual staff within that process. All staff and governors at The Wren School are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

The names of those carrying out additional safeguarding responsibilities are listed in Appendix 3 of this document together with useful contact information and a statement of professional confidentiality.

Appendix 4 explains all associated roles and responsibilities.

Appendix 5 details the action that staff should take if they suspect a child is being abused.

Training is provided as required (at least every 3 years) with an update briefing for staff every year. Separate training is provided to all new staff on appointment. The DP and the deputies attend training to enable them to fulfil their role. See Appendix 6.

Appendix 7 is a summary of the Whistle Blowing procedures that should be used if a concern is raised about a member of staff.

Appendix 8 explains how The Wren School will manage allegations against other students (peer on peer abuse). Annex 1 is the Brook sexual behaviours traffic light tool

Appendix 9 is the school's Self-harm procedures.

Appendix 10 explains the procedures that the school has in place in line with Safeguarding young people on Work Related Learning, including work experience (2010)

This policy will be updated to reflect any changes brought about by new guidance.

### **Students at Risk**

The school recognises the importance of identifying vulnerable students that may be at risk of abuse from adults or their peers, or who may have additional support needs. We recognise that a student may be classed as vulnerable for a variety of reasons and this may not be a permanent state.

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

- children with SEND;
- children with emotional/behavioural/attachment disorders;
- children with mental health concerns;
- children experiencing bereavement;
- children at risk of exclusion;
- children from Gypsy, Roma, Traveller communities;
- looked after children and those subject to private fostering arrangements;
- children missing education/low attendance;
- children dealing with issues around domestic abuse;
- children at risk of exploitation, sexual exploitation and trafficking (including sexual harassment and violence);
- children who are victims of sexting and other forms of social media abuse;
- children at risk of honour based violence or forced marriage;
- children who are victims of relationship abuse;

- girls at risk of female genital mutilation;
- children with caring responsibilities or classified as a young carer;
- children affected by issues around bullying (including cyberbullying);
- children who are at risk of radicalisation;
- children who are at risk due to their faith;
- children affected by crime;
- children affected by gang activity.

As a school we will recognise vulnerable students and support them through:

- a) the curriculum to encourage self-esteem and self-motivation;
- b) the school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
- c) the implementation of the school's behaviour policy as well as, for example, Code of Conduct, Home-School Agreement, Anti-bullying and social media policies;
- d) a consistent approach agreed by all staff which will endeavour to ensure the student knows that some behaviour is unacceptable but s/he is valued;
- e) specific learning opportunities to provide the skills to understand what to do in the event of abuse or risk of abuse (including peer on peer abuse); in the event of an allegation against a student, the guidance in Appendix 8 will be followed;
- f) regular liaison with other professionals and agencies that support the students and their families;
- g) a commitment to develop productive, supportive relationships with parents, whenever it is in the student's best interest to do so;
- h) the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations;
- i) recognition that, statistically, students with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with students with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse;
- j) recognition that in a home environment where there is domestic violence, drug or alcohol abuse, students may also be vulnerable and in need of support and/or protection.

### **E-Safety, including use of photographs**

This school believes that the use of information and communication technologies brings great benefits. Accordingly, we recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications.

This school has developed a Social Media policy in addition to an e-safety policy for staff and students (appendix 4 of the Anti-bullying policy); these all should be considered alongside this policy. There are also separate staff and student policies for ICT acceptable use which include an agreement to be signed. The school will work with the Safer Schools Police Officer to ensure that the school curriculum includes relevant and up-to-date guidance for students and parents.

Photographs, video and electronic images of students and staff are classed as personal data under the Data Protection Act 1998. We will not allow photographs or filming of students during a school activity without the parents' consent. All parents are asked to complete a Photographic Use Consent Form which forms part of the admission and induction information pack.

### **Safer Recruitment**

Safeguarding Children and Safer Recruitment in Education sets out clear guidance for schools which is adhered to at The Wren School, which has a Safer Recruitment policy that includes detailed information about recruitment and selection procedures for staff and volunteers. This includes DBS checks, prohibition checks and disqualification by association.

A single central record (SCR) of employment checks is held by the school and is checked three times a year by the Safeguarding Governor, headteacher and HR officer.

### **Professional boundaries for staff and code of conduct**

Every new member of staff, governors and volunteers will be provided with a full induction on safeguarding, in addition to the training requirements set out in appendix 6.

Staff members, governors and volunteers are required to sign up to and follow a code of conduct. This can be found within the Staff Employment Manual and should be considered alongside this policy.

### **Use of the school premises by other organisations**

Where services or activities are provided separately by another body using the school premises, the Governing Body will seek written assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## **Associated documents**

This policy is in line with the guidance shown below, a hard copy of documents indicated with a \* will be kept in the headteacher's office. The list of documents is taken from Appendix C of 'Working together to safeguard children' (DfE 2015, updated 2017) – see link below; there are further links within Appendix C.

Child sexual exploitation (DfE February 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Cyberbullying: Advice for headteachers and school staff (DfE July 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

\*Dealing with allegations of abuse against staff:

<http://www.westberks.gov.uk/CHttpHandler.ashx?id=32751&p=0>

\*Guidance for Safer Working Practice for Adults Who Work With Children and Young People:

<http://webarchive.nationalarchives.gov.uk/20100113210150/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>

Channel duty guidance (HM government 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

Forced marriage guidance (foreign & Commonwealth Office; Home Office)

<https://www.gov.uk/guidance/forced-marriage>

Information sharing (HM Government 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

\* Keeping children safe in education 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

\* Keeping children safe in education Part 1 – guidance for staff 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

Multi agency statutory guidance on Female genital mutilation (DfE April 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

National action plan to tackle child abuse linked to faith or belief

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175437/Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)

\* Ofsted: Safeguarding children and young people and young vulnerable adults policy.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/401307/Safeguarding\\_children\\_and\\_young\\_people\\_and\\_young\\_vulnerable\\_adults\\_policy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/401307/Safeguarding_children_and_young_people_and_young_vulnerable_adults_policy.pdf)

Preventing and tackling bullying (DfE July 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Revised Prevent duty guidance for England and Wales (HM Government 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

\* Safeguarding children and safer recruitment in education (DFES, January 2007)

<http://media.education.gov.uk/assets/files/pdf/s/safeguarding%20children%20and%20safer%20recruitment%20in%20education.pdf>

Safeguarding children and young people who have been affected by gang activity (DfE 2010)

<https://www.staffscb.org.uk/Professionals/Resources-Tools/Supplementary-Guidance/DCSF-Safeguarding-children-who-may-be-affected-by-gang-activity-2010.pdf>

Safeguarding children in whom illness may have been fabricated or induced (HM Government 2008)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

Safeguarding children who may have been trafficked (DfE 2011)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/177033/DFE-00084-2011.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf)

Safeguarding disabled children (DfES 2009)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190544/00374-2009DOM-EN.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf)

Sexual violence and sexual harassment between children in schools and colleges  
Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads (DfE December 2017)

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Safeguarding young people on Work Related Learning, including work experience (2010)

<http://dera.ioe.ac.uk/1966/1/safeguarding%20young%20people%20on%20work-related%20learning%20including%20work%20experience.pdf>

\* Special Educational Needs and Disability Code of Practice 0-25 (2014).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Statutory guidance on supporting pupils at school with medical conditions

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349435/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349435/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

Section 11 of the Children's Act 2004:

<https://www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf>

\* Use of reasonable force (DfE updated 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

\* What to do if you're worried a child is being abused

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfES-IFChildAbuse.pdf>

\* Working Together to Safeguard Children (DfE 2015, updated 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592101/Working\\_Together\\_to\\_Safeguard\\_Children\\_20170213.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf)

## Appendices

Appendix 1: Glossary

Appendix 2: The Wren School's Safeguarding Statement

Appendix 3: Key contact list for Safeguarding at The Wren School

Appendix 4: Roles and responsibilities at The Wren School

The Wren School Child Protection and Safeguarding policy – March 2018

Appendix 5: Action to take if you suspect that a student has been harmed, neglected or abused

Appendix 6: Staff training and support

Appendix 7: Whistle Blowing procedures

Appendix 8: Managing allegations against other students

Appendix 9: Self-harm procedures

Appendix 10: Safeguarding young people on Work Related Learning, including work experience

## Appendix 1

### Glossary (adapted from Working together to safeguard children 2015, updated 2017, Appendix A)

Children	<p>Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.</p> <p>On the whole, this will apply to students of our school; however, the policy will extend to visiting children and students from other establishments.</p>
Child protection	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
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.
Emotional abuse	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
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	Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
Neglect	<p>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:</p> <ul style="list-style-type: none"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment);</li> <li>• protect a child from physical and emotional harm or danger;</li> <li>• ensure adequate supervision (including the use of inadequate care-givers); or</li> <li>• ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.</p>
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).
Parent	Refers to birth parents and other adults in a parenting role, for example adoptive parents, step parents guardians and foster carers.
Parent carer	A person aged 18 or over who provides or intends to provide care for a disabled child for whom the person has parental responsibility.
Education, Health and Care Plan	A single plan, which covers the education, health and social care needs of a child or young person with SEND. See the Special Educational Needs and Disability Code of Practice 0-25 (2014).
Forced marriage	A marriage 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.
Prevent radicalisation	Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Significant harm	This is the threshold that justifies compulsory intervention in family life in the best interests of the child. There are no absolute criteria on which to rely when judging what constitutes significant harm.
Female genital mutilation (FGM)	<p><u>Infibulation</u> (Type 3 FGM) is the narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia.</p> <p><u>De-infibulation</u> is a minor surgical procedure to divide the scar tissue sealing the vaginal entrance in Type 3 FGM. De-infibulation is sometimes termed a 'reversal' of FGM. This, however, is incorrect as it does not replace genital tissue or restore normal genital anatomy and function.</p> <p><u>Re-infibulation</u> (or Re-Suturing) refers to the re-suturing (usually after childbirth) of the incised scar tissue in a woman with FGM Type 2 or 3.</p>
Safeguarding and promoting the welfare of children	<p>Defined as:</p> <ul style="list-style-type: none"> <li>• protecting children from maltreatment;</li> <li>• preventing impairment of children's health or development;</li> <li>• ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and</li> <li>• taking action to enable all children to have the best life chances.</li> </ul>
Staff	All those working for, or on behalf of, the school, full-time or part-time, in either a paid or a voluntary capacity; it includes parents and governors.

## Appendix 2

### Key Contact List for Safeguarding at The Wren School

#### Contacts in School

Designated Person (DP):	Jo Broadhead – 0118 959 1868
Deputy DP:	David Zell – 0118 959 1868
DP qualified:	Olly Harrison – 0118 959 1868 Andrew Hollands – 0118 959 1868 Claire Rider – 0118 959 1868

In this school any individual can contact any of the DPs if they have concerns about a young person.

To complete DP Training in 2017 – 18: Andrew Clarke, Jo Juster

Nominated Governor: Bob Burrowes

Chair of Governors: Julia Cottee

The Chair of Governors will receive reports of allegations against the headteacher and act on behalf of the governing body.

#### Key Contacts within the local authority

The Local Authority Designated Officer (LADO) is Jeremy Curtis

All referrals, concerns and allegations against professionals to be sent to [LADO@reading.gcsx.gov.uk](mailto:LADO@reading.gcsx.gov.uk)

Agencies, services and partners who do not have compatible gcsx email account should contact the LADO by phone or send an email to the LADO on [Jeremy.Curtis@reading.gov.uk](mailto:Jeremy.Curtis@reading.gov.uk) with subject 'referral' to receive a secure address to send the referral to.

Phone: 0118 93 73555

Mobile: 07841 253 871

#### For Reading residents:

Reading Borough Council, Civic Centre, Reading, RG1 7AE

0118 937 3641 (Single point of access)

#### For West Berkshire residents:

Council Offices, West Street House, West Street Newbury Berks RG14 1BD

01635 503090

#### Emergency Duty Team outside of office hours:

01344 786535

#### **For additional information:**

Esther Blake, Business manager – Reading Safeguarding Children Board and Children's Trust Partnership.

All staff are expected to identify the LSCB website as a 'favourite'.

<http://www.readingscbb.org.uk/>

## **Appendix 3:**

### **Roles and Responsibilities at The Wren School**

#### **Professional Confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Universal Training that all staff complete. The only purpose of confidentiality in this respect is to benefit the student. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret, as, where there is a child protection concern, this must be reported to the DP and may require further investigation by appropriate authorities. Students can be reassured that only the people who “need to know” will be informed, that this will be the minimum necessary and that information will not become common knowledge.

Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only as per the ‘Working together to safeguard children’ advice. Where information is shared with appropriate staff they must maintain the confidentiality outlined in the previous paragraph. Information will only be shared with agencies whom the school has a statutory duty to share with.

#### **Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- ensure children know that there are adults in the school whom they can approach if they are worried about any problems;
- plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe;
- attend training in order to be aware of and alert to the signs of abuse;
- maintain an attitude of “it could happen here” with regards to safeguarding;
- record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day;
- if the disclosure is an allegation against a member of staff they will follow the Whistle Blowing procedures (see Appendix 7 and staff employment manual);
- follow the procedures set out by The Wren School and take account of guidance issued by the LSCB or DfE;
- support students in line with their child protection plan;
- treat information with confidentiality but never promising to “keep a secret”;
- notify the DP of any child on a child protection plan who has unexplained absence;
- in the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation;

- liaise with other agencies that support students and provide early help;
- ensure they know who the DP and deputy DP are and know how to contact them.

### **Designated Person (or Deputy DP)**

The Wren School has a Designated Person and, in addition, Deputy Designated People will be identified who take responsibility for specific cases and report to the DP; if she is unavailable, they will act in her absence. The DP will provide at least an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues; this will take the form of the local authority/LSCB's annual safeguarding audit.

It is the role of the DP or the Deputy DP to:

- ensure that:
  - all of the child protection procedures are followed within the school;
  - safer recruitment practice is followed;
  - all staff employed, including temporary staff, and volunteers within the school are aware of the school's internal child protection procedures, to advise staff and to offer support to those requiring this;
  - staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training;
  - other adults in the school, including those who rarely work unsupervised, are aware of the school's practice and procedures;
  - staff who require safeguarding advice and/or support receive it;
  - they have the information they need in relation to looked after children, who are supported appropriately;
  - records are well kept in a secure confidential file; The Wren School is clear about the need to record any concern held about students within our school, the status of such records and when these records should be passed over to other agencies;
  - if a student transfers from the school, their safeguarding files, where appropriate, will be copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's DP for Safeguarding;
- contribute to inter-agency working in line with guidance (Working together to safeguard children 2015);
- provide a co-ordinated offer of early help when additional needs of children are identified;
- working with children's social care, support their assessment and planning processes including the schools attendance at conference and core group meetings;
- carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a SCR;
- provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school;
- treat any information shared by staff or students with respect and follow procedures;

- ensure that allegations or concerns against staff are dealt with in accordance with guidance from department for education (DfE) or LSCB;
- assist the governing body in fulfilling their responsibilities under section 175 of the Education Act 2002;
- attend initial training for the role and refresh this every other year, attending appropriate additional training and demonstrating evidence of continuing professional development thereafter;
- ensure every member of staff knows who the DP is, is aware of the DP role and has their contact details;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DP;
- Ensure that whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities;
- ensure any members of staff joining the school outside of the usual training schedule receive induction prior to commencement of their duties;
- keep records of child protection concerns securely and separately from the main student file and use these records to assess the likelihood of risk;
- ensure that safeguarding records are transferred accordingly (separate from student files) when a child transfers school and that the child's social worker is informed;
- develop, implement and review procedures at The Wren School that enable the identification and reporting of all cases, or suspected cases, of abuse.

#### **Governing body responsibilities for ensuring that:**

- the school has effective safeguarding policies & procedures including a child protection policy and a staff code of conduct;
- Reading's LSCB is informed annually about the discharge of duties via the safeguarding audit;
- recruitment, selection and induction follows safer recruitment practice including all appropriate checks;
- allegations against staff are dealt with by the headteacher; allegations against the headteacher are dealt with by the Chair of Governors;
- at least one member of the senior leadership team is designated as DP and have this recorded in their job description;
- staff have been trained appropriately and this is updated in line with guidance;
- any safeguarding deficiencies or weaknesses are remedied without delay;
- they have identified a nominated governor for safeguarding.

Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached. Safeguarding will be discussed three times a year at the Governors' Inclusion and Community committee, which reports to full governing body meetings. The DP and safeguarding governor will use this as an opportunity to feed back any relevant information.

The role of the **Nominated Governor for Child Protection** is to ensure that the school has an effective policy, that LSCB Guidelines are complied with and to support the school in this aspect.

Each local authority has a **Lead Officer in Education for Safeguarding** who is available to offer advice and support.

## Appendix 4

### Action to take if you suspect that a student has been harmed, neglected or abused

#### A. All staff:

##### Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that children with disabilities, special needs or with language delay may communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.

**If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

- **stop, observe and listen;** responding to an allegation or suspicion of abuse of a student immediately takes priority;
- make an initial record of the information, **taking notes of what is said**, as it is being said; if it is not possible to take notes at the time, notes should be made immediately afterwards and kept without amendment, omission or addition, whatever subsequent reports may be written;
- consider if there is a requirement for immediate medical intervention; however urgent medical attention should not be delayed if no DP is immediately available;
- **not promise confidentiality** or agree to “keep it a secret”; action will have to be taken if the member of staff believes that any student is suffering, or is likely to suffer significant harm. The staff member should try to be clear to the student about what they think will happen next, assuring the student or anyone else giving information, that only those who have to be told to try to get the matter dealt with will be informed;
- **avoid asking leading questions** like “Did they do X to you?” but open questions like “Can you tell me what happened?” Ask only what is needed to ascertain whether abuse may have taken place; full details are not needed and an investigation should not take place. Staff should avoid expressing opinions beyond the facts because leading questions and anything likely to suggest ideas or interpretations could damage subsequent investigations or criminal proceedings.
- make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
  - dates and times of their observations;
  - dates and times of any discussions they were involved in;
  - any injuries;

- explanations given by the child/adult;
- what action was taken;
- any actual words or phrases used by the child;

The records must be signed and dated by the author or equivalent on electronic based records;

- **do not tell the person who is the subject of an allegation or suspicion** what has been disclosed, observed or is suspected because this may put a student at further risk and/or damage any subsequent children's social care service or criminal investigation. Any further action will be decided in discussion the Local Authority and Children's Services;
- **concerns must be referred to a DP** as a priority, who will continue the inquiry and check the student's records to see if any other incidents of concern have occurred. The matter will be referred to the relevant agency if it is deemed appropriate to do so;
- **pass** detailed notes of phone calls, contacts and action to the DP who will store them securely in the safeguarding cabinet; copies should not be kept elsewhere;
- in almost all circumstances, only a DP (or deputy DP) will make referrals to children's services or the police. This will be done as speedily as possible. However, **if a DP is not available** or there are immediate concerns, refer the concern directly to children's social care.

## B. Designated person (or deputy DP):

Following a report of concerns from a member of staff, the DP must:

1. **consider whether a student now needs immediate protection.** If necessary, initiate or take temporary protective action e.g. by staying with the student on site until satisfactory arrangements for the child are made. Ask and take into account the student's wishes about any immediate protection. Aim to transfer protection of any student into the normally expected arrangements in the setting concerned, as soon as you are satisfied that these are safe;
- **decide whether the allegation or suspicion indicates that a child is suffering, or is likely to suffer, significant harm** (the trigger for children's services child protection and/or subsequent police enquiries). Consider whether:
  - the allegation or suspicion appears to be seriously meant;
  - if true, it would constitute or seriously risk a child suffering, or being likely to suffer significant harm (whether or not the DP personally believes it to be true – that assessment is for children's social care services enquiries and or police investigations);
  - the actual or likely harm is of a sexual, physical, emotional or neglect nature, sufficient to affect the student's normal physical, sexual, emotional, educational or social development.

Remember, the benefit of doubt must always be in favour of making the report.

- decide whether a referral is appropriate by reference to the LSCB guidance or as a result of a 'no name consultation' to the relevant team to assist in decision making;
- contact children's social care if the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or if it is not clear that the threshold is met, ensuring that timely referrals are made to the relevant Referral and Assessment Team (see Appendix 3) in

accordance with school (see Appendix 4) and local authority referral procedures, making a clear statement of:

- the known facts;
- any suspicions or allegations;
- whether or not there has been any contact with the child's family;
- generally, the DP will inform the parents prior to making a referral; however, there are situations where this may not be possible or appropriate particularly when informing parents may place the child at further risk or impede a criminal investigation; on these occasions advice will be taken from the Referral and Assessment Team and/or the police. **N.B.** The exception to this process will be in cases of known Female Genital Mutilation where there is a mandatory requirement for the teacher to report directly to the police, although the DP should also be made aware;
- where there are doubts or reservations about involving the child's family, the DP should clarify with children's social care or the police whether, the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation;
- if there is not a risk of significant harm, then the DP will either actively monitor the situation or consider the early help process;
- the DP must confirm any referrals in writing to children's social care, within 24 hours, including the actions that have been taken. The written referral must be made using the appropriate inter-agency referral form which will provide children's social care with the supplementary information required about the child and family's circumstances;
- if a child is in immediate danger and urgent protective action is required, the police must be called. The DP must also notify children's social care of the occurrence and what action has been taken;
- when a student is in need of urgent medical attention and there is suspicion of abuse, a DP should take the child to the accident and emergency unit at The Royal Berkshire Hospital, having first notified children's services. The DP should seek advice about what action children's services will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention;
- consider how to offer additional support to the family, for example by referral to outside agencies;
- ensure that the school is represented and a report is submitted to any child protection conference or team around the child meeting called for students on the school roll or previously known to them. If the DP is unable to attend it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns the school has;
- ensure that a school representative is a member of core groups for students subject to child protection plans and that a record of the meetings are kept;
- ensure that a student who is made subject to a child protection plan is monitored regarding their school attendance, welfare, presentation and achievement;
- refer cases to the Channel programme where there is a radicalisation concern as required (see Prevent policy);
- support staff who make referrals to local authority children's social care or 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 (see Safer Recruitment policy); and
- refer cases where a crime may have been committed to the Police as required.

## Appendix 5

### The Wren School Safeguarding Statement

The Wren School takes seriously its responsibility to protect and safeguard the welfare of the students in its care, because “the welfare of the child is paramount” (Children Act 1989).

The Child Protection and Safeguarding Policy recognises the significant role played by school staff in supporting vulnerable students. “Because of their day to day contact with individual children during the school terms, teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour or failure to develop” (Working Together under the Children Act 1989.)

This policy applies to all students, staff, governors, volunteers and visitors to The Wren School, which recognises it is responsible for making referrals and not enquiries or investigations.

## Appendix 6

### Staff Training and Support

The headteacher and all other staff who work with students will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out in Keeping Children Safe in Education – Statutory guidance for schools and colleges, September 2016.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training.

The DP will ensure that all staff complete Universal Training and that this is refreshed every three years in line with Reading Borough Council's expectations. Staff training records will be kept up to date to monitor this.

The DP and the DP deputies will complete local authority DP training and this will be refreshed every two years. They will also complete training to enable them to deliver universal training in-house. This will be recorded on staff training records and monitored by the DP.

The Safeguarding governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.

Where there are concerns and queries about child protection, support will be available for all school staff from the DP and DP deputies, who will seek support from local authority staff where appropriate.

The DP will provide an annual report for the governing body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.

## Appendix 7

### Whistle Blowing Procedures

We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues and are regularly reminded of this.

It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents or other adults are similarly displayed when members of staff are accused of abuse.

Only authorised agencies may investigate child abuse allegations (Social Care Services, the Police or in some areas, the NSPCC). Whilst it is permissible to ask a student simple, non-leading questions to ascertain the facts of the allegation, formal interviews and the taking of statements is not.

The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Child Protection Procedures. A copy of which is available on the desktop of all staff computers and by following this link: <http://berks.proceduresonline.com/index.htm>

The headteacher or another senior leader should, in the first instance, contact the Local Authority Designated Officer (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the headteacher, the Chair of Governors will take this action.

If for any reason it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Adviser.

Staff and volunteers as part of their induction are provided with guidance for staff faced with an allegation of abuse, to ensure that they are aware of the processes in place.

## Appendix 8

### **Managing allegations against other students (peer on peer abuse, including sexual harassment and sexual violence)**

At The Wren School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by other students (peer on peer abuse).

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

#### **Prevention**

As a school we will minimise the risk of allegations against other students by:

- Providing a developmentally appropriate PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe;
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk;
- Delivering a planned programme of SRE – see SRE policy;
- Developing robust risk assessments and providing targeted work for students identified as being a potential risk to other students.

#### **Allegations against other students which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse (harassment or violence) and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a student, some of the following features will be found.

If the allegation:

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other students in the school;
- Indicates that other students may have been affected by this student;
- Indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a student could include:

#### **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, indecent touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting;
- Harassment, including through the use of social media;
- Other behaviours outlined in the Brook traffic light tool (annex 1).

## **Sexual Exploitation**

- Encouraging other children to engage in inappropriate sexual behaviour (for example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight);
- Photographing or videoing other children performing indecent acts.

## **Procedure:**

- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern a designated person (DP) should be informed;
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances;
- The DP should contact the relevant children's services team (Appendix 3) to discuss the case;
- The DP will follow through the outcomes of the discussion and make a referral where appropriate;
- If the allegation indicates that a potential criminal offence has taken place, the police will become involved;
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral;
- The DP will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students;
- It may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures;
- 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.

## **Annex 1**

### **Brook sexual behaviours traffic light tool**

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

#### **Behaviours: age 9 to 13**

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### **What is a green behaviour?**

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

#### **What can you do?**

Green behaviours provide opportunities to give positive feedback and additional information.

#### **Green behaviours 9-13**

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

#### **What is an amber behaviour?**

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

#### **What can you do?**

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### **Amber behaviours 9-13**

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

#### **What is a red behaviour?**

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

#### **What can you do?**

Red behaviours indicate a need for immediate intervention and action.

#### **Red behaviours 9-13**

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

### Green behaviours 13-17

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### Amber behaviours 13-17

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### Red behaviours 13-17

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive / exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there
- is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange

## Appendix 9

### Self-harm Procedures

*(Based on a model policy developed as part of an Institute of Psychiatry programme designed to help school staff prevent and support self-harm.)*

#### 1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours, and that this figure is higher amongst specific populations, including young people with SEND. School staff can play an important role in preventing self-harm and also in supporting students, peers and parents/carers of students currently engaging in self-harm.

#### 2. Scope

This document describes the school's approach to self-harm. This policy is intended as guidance for all staff including support staff and governors.

#### 3. Aims

- To increase understanding and awareness of self-harm;
- To alert staff to warning signs and risk factors;
- To provide support to staff dealing with students who self-harm;
- To provide support to students who self-harm and their peers and parents/ carers.

#### 4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin;
- Swallowing inedible objects;
- Taking an overdose of prescription or non-prescription drugs;
- Swallowing hazardous materials or substances;
- Burning or scalding;
- Hair-pulling;
- Banging or hitting the head or other parts of the body;
- Scouring or scrubbing the body excessively.

#### 5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

##### Individual Factors:

- Depression / anxiety;
- Poor communication skills;
- Low self-esteem;
- Poor problem-solving skills;
- Hopelessness;
- Impulsivity;
- Drug or alcohol abuse.

##### Family Factors:

- Unreasonable expectations;
- Neglect or physical, sexual or emotional abuse;
- Poor parental relationships and arguments;
- Depression, self-harm or suicide in the family.

### Social Factors

- Difficulty in making relationships / loneliness;
- Being bullied or rejected by peers.

## 6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well);
- Increased isolation from friends or family, becoming socially withdrawn;
- Changes in activity and mood e.g. more aggressive or introverted than usual;
- Lowering of academic achievement;
- Talking or joking about self-harm or suicide;
- Abusing drugs or alcohol;
- Expressing feelings of failure, uselessness or loss of hope;
- Changes in clothing e.g. becoming a Goth.

## 7. Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students, it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves, then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so. Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the designated teachers for safeguarding children, or the designated governor for safeguarding children. Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers or another appropriate adult; this action is most likely to occur;
- Arranging professional assistance e.g. doctor, nurse, social services;
- Arranging an appointment with a counsellor;
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers;

- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times;
- If a student has self-harmed in school, a first aider should be called for immediate help.

## 8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times;
- An action plan;
- Concerns raised
- Details of anyone else who has been informed.

This information should be stored in the student's child protection file. A summary self-harm spreadsheet is kept by the assistant headteacher (pastoral) who should always be informed about a self-harm concern by the assigned member of the pastoral team.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend, they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner. The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult one of the designated teachers for safeguarding children.

When a young person is self-harming, it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally, schools discover that a number of students in the same peer group are self-harming.

## Appendix 10: Safeguarding young people on Work Related Learning, including work experience

The school will follow the national guidelines outlined in the document “Safeguarding young people on Work Related Learning, including work experience. (2010)”

The guidance recommends a DBS check only in limited cases on certain staff who come into contact with a student on placement.

The school will require a DBS check only on a member of staff with **day-to-day responsibility** for the student as part of their job description. This could be the manager, a supervisor or a mentoring employee (but in many cases, no-one).

In the **vast majority** of placements, where the employer/employees involved will not have regular **unsupervised** access to young people at work, **it is not recommended** that the school should require DBS checks on any of those staff.

The school will **consider** DBS checks for the employer in all of the following cases:

1. Students identified by the school as vulnerable for educational, medical, behavioural or home circumstance reasons.
2. Students on placements lasting more than 15 days over an extended time-frame, especially where these involve:
  - regular lone working with an employer over long periods (i.e. anything over half a day at a time);
  - placements located in particularly isolated environments; and
  - placements involving a high degree of travelling.
3. Placements which include a residential element.