



Excalibur Academies Trust

Safeguarding and Child Protection Policy and Procedures



Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	July 18	Maeve McNeill	September 2018

Ratification

Role	Name	Signature	Date
Chair of Governors	Julia Cottee		07/02/19
Headteacher	Jo Broadhead		07/02/19

Details of Policy Updates

Date	Details
29.09.17	Addition of specific issues: early help, private fostering, CSE and trafficking, domestic and gender-based violence, forced marriage, faith abuse, gangs and youth violence, escalation, allegations and concern record
01.07.18	Updated to reflect updated guidance in KCSiE 2018

Key Safeguarding Personnel at the School

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Nominated Governor	Bob Burrowes	01189591868	bburrowes@katesgrove.reading.sch.uk
Chair of governors	Julia Cottee	01189591868	jcottee@wrenschool.org
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EAT Board member responsible for safeguarding	Jeanette Longhurst	01672 516156	Jeanette.longhurst@excalibur.org.uk

The key safeguarding responsibilities within each of the roles above are set out in **Keeping Children Safe in Education (2018)**

Reading essential contact details

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Single Point of Access	Duty Social worker	Brighter Futures for Children Civic Offices, Bridge Street Reading RG1 2LU	T: 0118 937 3641 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	ChildrensSinglePointofAccess@reading.gcsx.gov.uk
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West Berkshire essential contact details

Berkshire LSCB Procedures: http://berks.proceduresonline.com/Name	Address	Address	Telephone contact	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only contact number: 01635 503190 Parents only Contact number: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	child@westberks.gov.uk

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Safer Communities Partnership Team Manager and PREVENT Lead	Susan Powell	Strategic Support West Berkshire Council 20 Mill Lane Newbury RG14 5QU	(01635) 264703 07881 856801	susan.powell@westberks.gov.uk www.westberks.gov.uk
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Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, LADO for Schools Contact can be made via CAAS	Karen Pottinger	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading Berkshire RG31 4UH	01635 503190	karen.pottinger@westberks.gov.uk
Schools Safeguarding Officer	Wendy Lunt		01189 167770	wendy.unt@westberks.gov.uk
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PART 1: Policy

1.1 Introduction

Excalibur Academies are committed to safeguarding and promoting the welfare of children.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- The Procedures of Wiltshire Safeguarding Children Board
- The Procedures of Bristol Safeguarding Children Board
- The Procedures of Berkshire Safeguarding Children Board.

See Appendix 1 for further relevant guidance documents.

The aim of this policy is to ensure:

- all our students are safe and protected from harm;
- safeguarding procedures are in place to help students to feel safe and learn to stay safe;
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

1.2 Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care;
- taking action to enable all children to have the best life chances;
- preventing impairment of children's health or development; and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates student health and safety; school behaviour and preventing bullying; supporting students with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our students:

- Staff Recruitment
- Confidential reporting (including whistleblowing and allegations management)
- Code of Conduct for Staff (Staff employment manual)
- Anti-Bullying
- Behaviour
- ICT acceptable use – staff and student versions
- Self-Harm

- Policy on Supporting Children & young people in Care
- Attendance
- Equal opportunities
- Health and safety
- Sex and relationships
- Special Educational Needs & Disability

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school or outside of school hours are within the scope of this policy.

1.3 Overall Aims

This policy will contribute to the safeguarding of students at **The Wren School** by:

- Clarifying standards of behaviour for staff and students;
- Contributing to the establishment of a safe, resilient and robust safeguarding ethos in the school built on mutual respect and shared values;
- Teaching children & young people about safeguarding, including online, through teaching and learning opportunities, as part of broad and balanced curriculum;
- Alerting staff to the signs and indicators of safeguarding issues;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their students face by helping them address concerns at the earliest possible stage;
- Reducing the potential risks students face of being exposed to violence, extremism, exploitation or victimisation;
- Working in partnership with students, parents and agencies to keep children & young people safe.

1.4 Creating a Culture of Safeguarding

All staff at **The Wren School** have a role and responsibility to safeguard children & young people. We advise staff to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

All adults in the school should:

- ✓ Be alert to issues affecting children & young people's welfare;
- ✓ Identify concerns early and provide help for children & young people to prevent concerns from escalating;
- ✓ Bring any concerns promptly to the attention of the school's DSL;
- ✓ Ensure all staff are aware of the process and principles for sharing information within the school.
- ✓ **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendix B.

Visitors

All visitors log in electronically using the Inventry system in main reception, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

1.5 The role of the curriculum – teaching about safeguarding

Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing student self-esteem and communication skills;
- Developing strategies for self-protection including online safety;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent).

1.6 Related policies and procedures

All policies which address issues of power and potential harm, for example anti bullying, equal opportunities, behaviour (including touch), school trips will be linked to ensure a whole school approach.

1.7 Children with Special Educational Needs and Disabilities (SEND)

Students with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs & Disability Co-ordinator (SENDCo) to identify students with additional communication needs and, whenever possible, these students are given the chance to express themselves to a member of staff with appropriate communication skills.

1.8 Responsibilities of individuals and groups

All members of staff and volunteers will:

- Have read, signed and understood the school's Code of Conduct;
- Be familiar with this safeguarding policy, and read and understand Part One of **Keeping Children Safe in Education (KCSIE) (September 2018)**;
- Be subject to safer recruitment processes and checks on commencing work with the school. This includes supply staff, contractors, and volunteers;
- Be involved, where appropriate, in the implementation of individual support plans, child in need plans and child protection plans;
- Be alert to signs and indicators of possible abuse and issues affecting children & young people's welfare;
- Identify concerns and provide help for children & young people to prevent concerns from escalating;
- Know what to do if a child tells them he/she is being abused or neglected;
- Record concerns on CPOMs linking the record immediately to the DSL;
- **If a child is in immediate danger or is at risk of harm, a referral should be made to children & young people's social care and/or the police immediately.** Anyone can make a referral. If a referral is not made by the DSL, the DSL must be informed of this as soon as possible afterwards and CPOMs updated;
- Participate in regular, appropriate safeguarding and child protection training every three years as a minimum to ensure that staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return;
- Personally report to the police, cases where they discover that an act of FGM (female genital mutilation) appears to have been carried out;
- Report their concerns to the DSL if they think a student may be at risk of radicalisation or involvement in terrorism.

Academy Principals will:

- Act as DSL or appoint a senior leader to the role;

- Ensure all staff and volunteers receive appropriate, regularly updated safeguarding and child protection training;
- Ensure all staff have access to this policy and Part One of **Keeping Children and Young People Safe in Education (KCSIE) (September 2018)**;
- Provide all staff with regular safeguarding and child protection updates (for example, via email, and staff meetings);
- Ensure all staff are aware of Whistleblowing procedures so they can take action if concerned about safeguarding practice within the school;
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training, in line with Academy Staffing (England) Regulations 2009;
- Give staff the opportunity to contribute to and shape safeguarding arrangements and child protection policy as recommended in **Keeping Children Safe in Education 2018**.

The DSL will:

- Be a senior leader in the school;
- Take lead responsibility for safeguarding and child protection within the school;
- Update their knowledge and skills at regular intervals, at least annually. Participate in appropriate, multi-agency training at least every two years;
- Participate in Prevent training, provide advice and support to staff on protecting children & young people from the risk of radicalisation and extremism;
- Work with the DDSLs to promote safeguarding and child protection in the school;
- Offer support to any staff dealing with cases or situations which cause distress. Seek outside support if necessary.

Local Governing bodies will:

- Ensure adequate training for themselves and school staff takes place in line with local Safeguarding Children Board and national guidelines;
- Appoint a named governor for Child Protection who liaises closely with the DSL and collaborates in producing an annual report for governors and the annual safeguarding audit for the local authority if required;
- Monitor the work of the school in implementing this policy at a strategic level.

The Excalibur Academies Trust board will:

- Annually review and update this policy;
- Have an overview of safeguarding and child protection issues across the Trust;
- Support Principals and LGBs in implementing and monitoring this policy.

PART 2: Specific Safeguarding Issues and related procedures

2.1 Children in Care/Looked after children

In situations where a child in care may be put on to a reduced timetable, the school will consult with the Virtual Headteacher for looked after children in Reading (or other relevant local authority).

2.2 Private Fostering

This is a private arrangement made for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. A relative, under the Children and young people Act 1989, is a grandparent, brother, sister, uncle or aunt (whether of full or half blood or by marriage) or step-parent. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

Any private fostering arrangement of which we become aware must be referred to Children's Services. Children's Services will undertake an assessment to ensure the needs and welfare of the child or young person is being met and that adults are caring for them.

2.3 Exclusions

When the school is considering excluding, either fixed term or permanently, a vulnerable student and / or a student who is the subject of a child protection plan or where there is an existing child protection file, we will consider whether or not to consult any professionals and/or agencies working with the child and their family to determine the best course of action. Exclusions will be avoided where possible and alternative sanctions used if the child will be put at risk through exclusion.

2.4 Female Genital Mutilation

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM as required by law.

2.5 Missing Children and Children Missing from Education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated).

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with the Virtual School when required.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and after reasonable attempts have been made to contact the family, we follow Reading's procedure and refer to the SPOA team as appropriate.

Where there are no known welfare concerns about a student, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

All academies must inform the local authority of any student 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

2.6 Preventing Radicalisation

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

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. To make a referral, contact Reading's Police Prevent Team.

The school is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard students who are at risk of radicalisation by identifying and risk assessing any individual who may be drawn into violent or non-violent extremism. We provide a safe environment for our students to explore, understand and discuss sensitive topics including terrorism and extremist ideology. We use the curriculum and pastoral support to educate our students and to enable them to challenge these ideas. Staff are aware of the risk posed by other students and adults who may have been radicalised and the impact of radicalisation via social media. Staff have received appropriate training and have the knowledge and confidence to identify students at risk of being drawn into terrorism and extremism and challenge extremist ideals. Our IT filters are regularly reviewed in order to prevent access to terrorist and extremist materials on line at the school.

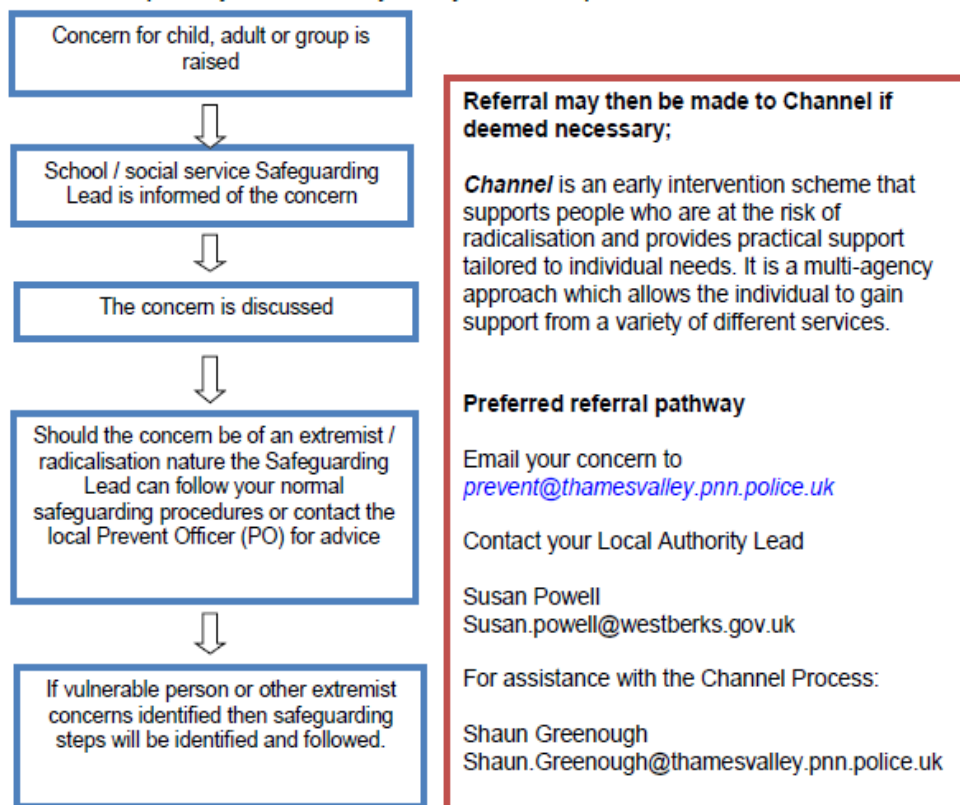


Prevent “Safeguarding” Referral Pathway



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

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



2.7 Child Sexual Exploitation (CSE) and County Lines

CSE - This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or simply affection) as a result of engaging in sexual activities. It can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. In a CSE situation there is an imbalance of power in the relationship. The perpetrator holds power over the victim which increases as the exploitative relationship develops. CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Also, some young people who are being sexually exploited do not exhibit any external signs of this abuse.

County Lines - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children & young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines is missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

2.8 Domestic violence, Gender-based violence/Violence Against Women and Girls (VAWG)

This involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been, in relationships with family members, regardless of gender or sexuality. This can happen to teenagers engaged in abusive relationships.

2.9 Peer on Peer abuse

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include but may not be limited to:

- Bullying /cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting;
- Initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern and **not** managed through the systems set out in the school behaviour policy. Procedures to minimise the risk of peer on peer abuse:

- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse, i.e. that all peer on peer abuse is unacceptable and will be taken seriously;
- recognition of the different forms that peer on peer abuse can take, such as:
 - sexual violence and sexual harassment;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexting (also known as youth produced sexual imagery);
 - initiation/hazing type violence and rituals.

2.10 Forced marriage

This is where coercion and force are used and the marriage is not based on free choice. It affects both males and females. It is not the same as an arranged marriage.

2.11 Faith abuse

The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

2.12 Online Sexual Abuse

Online sexual abuse is the use of technology to manipulate, exploit, coerce or intimidate a child to (but not limited to):

- engage in sexual activity;
- produce sexual material/content;
- force a child to look at or watch sexual activities;
- encourage a child to behave in sexually inappropriate ways; or
- groom a child in preparation for sexual abuse (either online or offline).

It can also involve directing others to, or coordinating, the abuse of children & young people online. As with other forms of sexual abuse, online abuse can be misunderstood by the child and others as being consensual, occurring without the child's immediate recognition or understanding of abusive or exploitative conduct. In addition, fear of what might happen if they do not comply can also be a significant influencing factor. No child under the age of 18 can consent to being abused or exploited. Financial gain can be a feature of online child sexual abuse, it can involve serious organised crime and it can be carried out by either adults or peers.

2.13 Attendance

Academies must monitor students' attendance through their daily register and agree with their local authority the intervals in which they will inform the LA of students who are regularly absent or who have missed 10 school days or more without permission. Academies must also notify the authority if a student is to be deleted from the admission register in certain circumstances. Students who remain on a school roll are not necessarily missing education, but academies should monitor attendance and address it when it is poor. Academies also have safeguarding duties under section 175 of the Education Act 2002 in respect of their students, and as part of this should investigate any unexplained absences.

2.14 Gangs and youth violence

Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent students and the power to search students for prohibited items.

2.15 Drugs

As part of the school's duty to promote students' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities and to support the Government's drug strategy (2010) to provide information, advice and support to students via the curriculum.

2.16 Off Site visits and exchange visits

The school carries out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our students.

2.17 Record Keeping and Information Sharing

The School will:

- keep clear records of all student safeguarding and child protection concerns using CPOMs, which has a body map, including actions taken and outcomes as appropriate;
- ensure all student safeguarding and child protection records that are on paper are kept securely in a locked location;
- ensure the records incorporate the wishes and views of the student.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2015) and in line with the local authority's Record Keeping Guidance which includes details about file retention.

Information about students at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

We are committed to work in partnership with parents. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a student is being privately fostered, we remind the carer/parent of their legal duty to notify Reading's Brighter Futures for Children. We follow this up by contacting them directly.

Part 3:

Responding to disclosures: guidance for staff

3.1 Dos and Don'ts for staff

DO:

- **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 carefully** and **tell** the child what you are going to do next;
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy;
- **tell only the D/DSL;**
- **record** in detail using CPOMs without delay, using the child's own words where possible.

DO NOT:

- take photographs of any injuries;
- postpone or delay the opportunity for the student to talk;
- take notes while the student is speaking or ask the student to write an account;
- try to investigate the allegation yourself;
- promise confidentiality e.g. say you will keep 'the secret';
- approach or inform the alleged abuser.

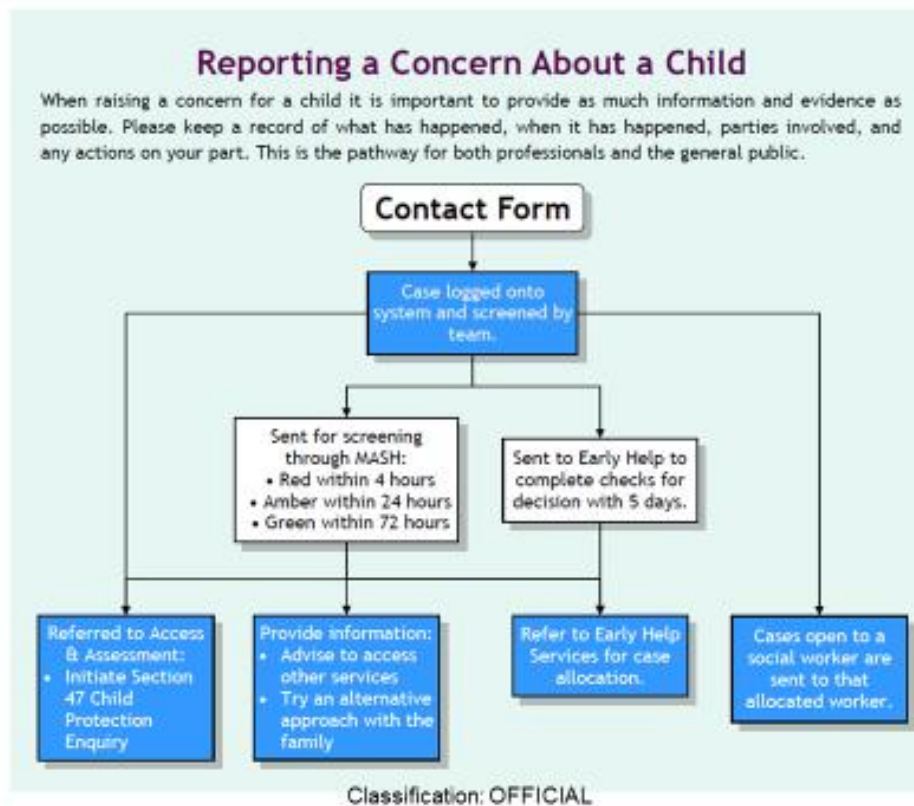
All staff record any concern about or disclosure by a student of abuse or neglect and report this to the D/DSL using CPOMs. It is the responsibility of each adult in school to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the SPOA.

In some circumstances, the D/DSL or member of staff seeks advice by ringing the SPOA for advice.

During term time, the DSL and/or a DDSL is always available during school hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

3.2 Reporting Concerns Flow Chart - (Children & young people living in Reading)



3.3 Reporting Allegations against school staff, including the Headteacher

The Wren School follows the procedures set out in the Staff employment manual. If a staff member has concerns about another staff member or volunteer, they report this immediately using the school's whistleblowing procedure.

All staff must remember that the welfare of a child is paramount and must not delay due concern that a report could jeopardise their colleague's career.

3.4 Early Help

At The Wren School, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL. As soon as the criteria are met, the D/DSL will refer to SPOA to ensure intervention at the earliest possible stage.

3.5 Escalation

Effective working together depends on an open approach and honest relationships between colleagues and external agencies.

Staff must be confident and able to challenge decision-making as an entirely legitimate activity, as part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if a child's situation does not appear to be improving or if they do not feel a decision is right.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

3.6 Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with a senior leader in school.

If a staff member feels unable to raise an issue with a senior leader in school as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline; staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Bob Burrowes.

Appendices

Appendix A: Key Documentation, procedures and guidance

- Keeping Children Safe in Education” (2018)
- **Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children & young people in need (s17) or enquiring into allegations of child abuse (s47).
- **Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.
- **Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.
- **Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.
- **Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- **The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.
- **The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.
- **Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Appendix B: Types of abuse and neglect

Abuse and neglect is defined as:

'The maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm.'

- Children may be abused by an adult or adults or by another child or children;
- Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases, multiple issues will overlap with one another;
- The following definitions of abuse and neglect are set out in **Working Together to Safeguard Children (2016)**. The ultimate responsibility to assess and define child abuse is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children;
- Where we have concerns that a child or young person may be at risk of abuse and neglect, we must take appropriate action as early as possible.

Physical, sexual, emotional abuse and neglect

<p>Physical abuse: 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 fabricates the symptoms of, or deliberately induces, illness in a child.</p>	<p>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 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.</p>
<p>Sexual abuse: involves forcing or enticing a child 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 & young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children & young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<p>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, 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, which may include interactions 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 or serious bullying (including cyberbullying), causing children & young people frequently to feel frightened or in danger, or the exploitation or corruption of children & young</p>

The sexual abuse of children by other children is a specific safeguarding issue in education.	people. Some level of emotional abuse is involved in all types of child maltreatment, although it may occur alone.
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Appendix C: Role of the DSL

Governing bodies should ensure an appropriate **member** of the senior leadership team is appointed to the role of DSL. The DSL should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

DDSL

It is a matter for individual schools as to whether they choose to have one or more DDSLs. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

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

Duties will include:

- **Managing referrals** to other agencies: the local authority children & young people’s social care service in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service in cases where a person is dismissed or has left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.
- **Working with other agencies** to fulfil statutory responsibilities in relation to children & young people, and young people subject to a child protection plan by attending or sending a representative to child protection conferences and implementing the multiagency child protection plan. Liaise with the Designated Officer for Allegations (DOFA) where there are concerns or allegations about a member of staff or volunteer at the school. If there is an allegation against the Headteacher, the Chair or Vice Chair of Governors will liaise with the DOFA.
- **Undertaking training** to ensure they, and any deputies, have the knowledge and skills required to carry out the role.
- **Raising awareness** to ensure safeguarding and child protection policies are known, understood and used appropriately within the school. The DSL will also provide an annual report to the governing body on safeguarding and child protection activity within the school.
- **Managing safeguarding information** through the collection, monitoring, reviewing, safe storage and transfer of safeguarding and child protection files in line with local Safeguarding Children & Young People’s Board guidance.

A more detailed description of the role of the DSL is explained in **Keeping Children & young people Safe in Education (2018)** – Annex B.

Appendix D: Online safeguarding training for specific issues

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk