

Keeping Children Safe in Education Safeguarding Policy

Scheme of Delegation

Approver: *The Gold Rose MAT*

Reviewer: *Safeguarding Leads*

Dates

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Category

A – statutory policy required by educational legislation

B – statutory policy required by other legislation impacting directly on schools

C – statutory other

D – document referenced in statutory guidance

NS – non statutory

Published

School webpage

trust webpage

prospectus

Nb –

- (1) *Wherever the word “staff” is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors*
- (2) *Where referred to: ‘Keeping children safe in education guidance’ on DfE website*
- (3) *Where referred to: ‘Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings’ available on the DfE website*
- (4) *Where referred to: ‘Guidance on Safer Working Practice’ is available on the DfE website*
 - *This document takes account of the most up to date information and guidance, at the time of writing (see footer). It is subject to change as guided by government policy.*
 - *This policy is based on Keeping Children safe in Education statutory guidance published by the government September 2020.*

Keeping Children Safe in Education

The Gold Rose MAT is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults within the trust recognise that safeguarding is everyone’s responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. All adults at within the trust ensure that the child/ren take priority when safeguarding concerns are raised.

It is the individual responsibility of every member of staff to read, understand and implement this policy, together with their responsibilities as outlined in the trust Child protection Policy, Whistle Blowing Policy, the Code of Conduct and the Preventing Extremism and Radicalisation Safeguarding Policy. These will be discussed with new members of staff during their induction process and copies of these policies will be in their induction packs.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to the trust’s delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004

Safeguarding is what we do for all children; and **Child Protection** is what we do for children who have been harmed or are at significant risk of being harmed. Typically the **Child Protection Policy** will refer to quite clear procedures, whilst the **Safeguarding Policy** will be broader.

Safeguarding

1 Introduction

- a) This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, the Slough Local Safeguarding Children Board's Child Protection Procedures and in line with government publications: 'Working Together to Safeguard Children' July 2018, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' March 2015. The guidance reflects, 'Keeping Children Safe in Education' September 2020.
- b) The Academy Council takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our trust to identify, assess, and support those children who are suffering harm.
- c) We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the children's welfare is our paramount concern.
- d) All staff believe that our trust should provide a caring, positive safe and stimulating environment that promotes the social, physical, mental and moral development of the individual child.
- e) All those in our trust who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a duty to keep children safe. They have a responsibility to provide a safe environment in which children can learn. They have the responsibility to identify children who may be in need of extra help, who are suffering or who are likely to suffer significant harm and they have the responsibility to take appropriate action, working with other services as needed.

2. Aims of the Policy

- a) To support each child's development in ways that will foster security, confidence and independence.
- b) To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- c) To raise the awareness of all teaching and non-teaching staff of the need to keep children safe in education and of their responsibilities in identifying and reporting possible cases of abuse
- d) To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure the trust contributes to assessments of need and support packages for those children.
- e) To emphasise the need for good levels of communication between all members of staff.
- f) To develop a structured procedure within the trust. This will be followed by all members of the community in cases of suspected abuse.
- g) To develop and promote effective working relationships with other agencies, especially the Police, Health and Social Care.
- h) To ensure that all staff working within our trust who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, an

employment access check, a satisfactory DBS and prohibition check. A single central record is kept for audit.

- i) To maintain a single central record to this effect.

3. Contents of the Policy

There are five main elements of the policy

- Ensuring safer recruitment in checking the suitability of staff and volunteers to work with students
- Raising awareness of safeguarding and child protection issues and help to equip children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting children who have been abused in accordance with their agreed protection plan
- Establishing a safe environment in which children can learn and develop.

4. Safe School, Safe Staff

We will ensure that:

- a) All members of the Academy Council understand and fulfil their responsibilities, namely to ensure that:
 - there is a Child Protection policy together with a Staff Code of Conduct policy that are reviewed annually
 - the trust operates Safer Recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
 - the trust has procedures for dealing with allegations of abuse against staff and volunteers, including making a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been, had they not resigned.
 - a senior leader has Designated Lead for Safeguarding Lead (DSL) responsibility
 - on appointment, the DSLs undertake inter-agency training and also undertake DSL 'new to role' and an 'update' course every 2 years
 - all other staff have Safeguarding and Child protection training updated as appropriate
 - any weaknesses in Child Protection are remedied immediately
 - procedures are reviewed annually
 - a member of the Academy Council is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Principal
 - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the trust website and by other means
 - the Academy Council considers how children may be taught about safeguarding as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), through sex and relationship education (SRE) and E-Safety training, including radicalisation.
 - At times when the internal phone system is not working, staff will have access to key members of staff through work/personal mobile numbers in case of an emergency. This is always a short-term measure put in place in the best interest of the safety of pupils and staff.

An added addendum that refers to safeguarding during remote working that is in place during COVID-19, can will be removed when the need is no longer there, includes the following points:

- Phone number is withheld (dial 141 before the number you are calling or change setting in 'Phone options') unless you are calling from a work mobile.
- Language must be professional and appropriate, including any family members who can be heard in the background.

- Staff should ensure that no sensitive data or information is shared during the phone call.
- Staff should immediately report, to the nominated person – in accordance with the school policy, any communication that makes them uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Unless there is a safeguarding issue and advised otherwise by the DSL, staff should only make these wellbeing calls on weekdays between 8am and 6pm.
- Staff should use given contact details for parents only and only speak directly to pupils with agreement from parents unless DSL agrees there is an immediate safeguarding concern and it would put the pupil at risk of harm to do this.

- b) That an enhanced DBS check is in place for the Chairs of Academy Council.
- c) That a randomly selected 10% of all staff that are due a DBS check will be completed annually.
- d) That all staff are required to complete an annual Safeguarding Declaration form.
- e) The DSL (Danielle Thornton) is a member of the Wider Leadership Team and the Deputy DSL (Clare Lodge) is a member of the Senior Leadership Team. These Officers have undertaken the relevant training, (level 3) which will be followed by biannual updates.
- f) The DSLs are involved in recruitment and at least one member of the Academy Council will also complete safer recruitment training (currently on-line on the DfE website) to be renewed every 5 years.
- g) All members of staff and volunteers are provided with child protection awareness information at induction, including in their arrival pack, the school's 'Keeping children safe in education' leaflet so that they know who to discuss a concern with (Appendix 2).
- h) All members of staff and volunteers are made aware of the system for the recording of concerns. (Appendix 3/4)
- i) All members of staff are trained in and receive regular updates in e-safety and reporting concerns (Appendix 5)
- j) All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- k) All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse.
- l) All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
- m) Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- n) Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- o) We will ensure that child protection concerns or allegations against adults working in the trust are referred to the Designated Officer (DO) for advice, and that any member of staff or volunteer found not suitable to work with children will be notified to the Disclosure and Barring Service
- p) We will report cases of missing pupils to the Local Authority in a timely manner. (see Children Missing In Education).
- q) We will retain copies of all court orders, where a pupil is the subject, so that we can ensure that we are following the orders set out by the court and in turn providing a safe and secure environment for the children concerned.

All staff have an electronic identity badge that is worn at all times. They are required to sign in/out during the course of the day. Visitors to either schools, including contractors, are to sign in at reception and are given an identity badge which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to observe the trust's safeguarding and health and safety regulations to ensure children are kept safe. The Headteacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

Our procedures will be regularly reviewed and up-dated.

The names of the Designated Safeguarding Lead (DSL) and Deputy DSL will be clearly advertised around the school.

All new members of staff will be given a copy of our safeguarding and child protection policy, with the DSLs' names clearly displayed, as part of their induction.

The policy is available publicly either on the trust website or from the school front office, together with a summary leaflet. Parents/carers are made aware of this policy and their entitlement to have a copy of it.

5. Responsibilities

The designated DSLs are responsible for:

- a) Referring a child if there are concerns about possible abuse, to the Local Authority, and acting as a focal point for staff to discuss concerns. Referrals will be made in writing, following a telephone call using the appropriate referral forms.
- b) Keeping written records of concerns about a child even if there is no need to make an immediate referral in a child of concern file.
- c) Ensuring that all such records are kept confidentially and securely and are separate from pupil records until the child's 25th birthday and delivered by hand or by secure mail to the child's next school.
- d) Ensuring that an indication of the existence of the additional file mentioned above is marked on the pupil records.
- e) Liaising with other agencies and professionals.
- f) Ensuring they know the local Area Child Protection Committee and/or LA procedures, including the DSL's role within them;
- g) Ensuring that they attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which can be shared with the parents, as appropriate.
- h) Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation is referred to the relevant Social Worker.
- i) Organising child protection induction, and update training annually, for staff and governors.
- j) Providing an annual report for the Academy Council, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised)

Under section 175 of the Education Act (2002) the Governing Board is responsible for safeguarding and promoting the welfare of children and working together with other agencies to ensure adequate arrangements identify, assess, and support those children who are suffering harm or at risk from suffering harm.

The Governing Board:

- k) ensures that the school has a Child Protection and Safeguarding Policy, as well as Code of Conduct for all staff, reviewing the policies annually;
- l) ensures that the school operates safer recruitment procedures, including carrying out necessary checks.
- m) ensures that a senior leader is the DSL and that DSLs undertake appropriate training;
- n) ensures that all staff are up to date with safeguarding training.
- o) nominates a member to liaise with the LA on child protection and safeguarding matters as well as in the event that an allegation of abuse is made against the Headteacher;
- p) monitors the compliance with the requirements outlined in Keeping Children Safe in Education (2020) and identifies areas to improve

6. Supporting Children

- a) We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- b) We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- c) We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- d) Our trust will support all children by:
 - Encouraging self-esteem and self-assertiveness, through the curriculum as well as relationships, whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within each school.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying Social Care as soon as there is a significant concern.
 - Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority

7. Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

8. Children with SEN or disabilities

As noted in point 7, children with disabilities and/or have special educational needs are at an increased risk of abuse. All staff within the trust are aware of the following points:

- awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability;
- higher risk of peer group isolation;
- disproportionate impact of bullying; and
- difficulties with communication.

The Gold Rose MAT ensures that extra pastoral support is available for children with disabilities and/or SEN.

9. Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The trust ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher (DT) for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

10. Peer on peer abuse.

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there may be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible and where necessary, the same procedures would be followed when investigating and reporting a safeguarding or child protection concern. This abuse should never be tolerated as 'banter' and all peer on peer abuse will be taken seriously.

The different forms peer on peer abuse can take are as follows:

- bullying (including cyberbullying)
- physical abuse
- sexual violence and sexual harassment
- sexting
- initiation ceremonies

Peer on peer abuse is included in the regular training the staff receive.

11. Attendance

- a) It is recognised by Gold Rose MAT that full attendance at school is important to the well-being of all children and enables them to access the opportunities made available to them at school. Attendance is monitored closely and the Attendance Officer works closely with the Education Social Work Service when patterns of absence are of a concern.
- b) The trust is aware that a child going missing from education is a potential indicator of abuse and neglect. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and will follow the Department for Education's legal requirements for school in respect of recording and reporting of children who leave school without any known destination.
- c) The trust's Attendance Policy is set out in a separate document and is reviewed regularly by the Academy Council .

12. Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Welfare Officer will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alerted to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

13. Confidentiality

- a) We recognise that all matters relating to child protection are confidential.
- b) The Headteacher or DSLs will disclose any information about a child to other members of staff on a need to know basis
- c) All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- d) All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- e) Staff will always undertake to share an intention to refer a child to Social Care with parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with our appropriate local agencies on this point.

13. Supporting Staff

- a) We recognise that staff working in either school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- b) We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

15. Allegations against staff

- a) Staff should take care not to place themselves in a vulnerable position with a child. It is advisable for work with individual children or parents to be conducted in view of other adults and/or with open doors as far as this is practical.
- b) Staff should be aware of the school's Behaviour Policy.
- c) Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction
- d) We understand that a pupil may make an allegation against a member of staff.
- e) If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.
- f) The Headteacher on all such occasions will discuss the content of the allegation with the Designated Officer (DO)
- g) If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Academy Council who will consult as in 15.f above, without notifying the Headteacher first.
- h) Crippenham School will follow the school's procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the DO.
- i) Suspension of the member of staff, excluding the Headteacher against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the DO and HR in making this decision.
- j) In the event of an allegation against the Headteacher, the decision to suspend will be made by the Chair of Academy Council with advice as in 15.i above.

- k) Procedures for managing the suspension of a contract for a community user in the event of an allegation arising in that context will be the same as those for staff members.

16. Whistle-blowing

- a) There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- b) We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- c) All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the trust, they should speak in the first instance, to the DO following the Whistleblowing Policy.
- d) Whistle-blowing re the Headteacher should be made to the Chair of the Academy Council whose contact details are readily available to staff.

17. Physical Intervention

- a) We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- b) Such events should be recorded on an incident form and be signed by a witness.
- c) Staff who are likely to need to use physical intervention will be appropriately trained.
- d) We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- e) We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

18. Anti-Bullying

Cippenham sSchool's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms of racist, homophobic, gender and cyber related bullying, including attempts to radicalise. We keep a record of such incidents. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

19. Racist Incidents

Our policy on racist incidents is set out in the behaviour document, categorised under major and extreme behaviours. We keep a record of racist incidents and notify the LA termly with a return.

20. Prevention

We recognise that the trust plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The trust will therefore:

- Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Include regular consultation with children e.g. through Pupil Council, participation in anti-bullying week, Inclusion Mentors, pupil surveys, E-Safety day.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including in PSHE, where children can learn the skills they need to stay safe from harm and know to whom they should turn for help.

- Ensure all staff are aware of guidance re the use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

21. Equal Opportunities

The Local Academy Council and all staff must take into account each school's equal opportunities policy when discharging their duties under this policy.

22. Health & Safety

The schools Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school and when undertaking trips and visits.

23. Monitoring and Evaluation

Our Keeping Children Safe in Education policy and procedures (Appendix 6) will be monitored and evaluated by:

- Scrutiny and analysis of attendance data, risk assessments, Behaviour for Learning data, Parent view
- Academy Council visits to each school
- Scrutiny of GB minutes

24. Contacts

The name of the DO at Slough Borough Council is: Nicola Johnstone.

To report a concern about a professional working with children telephone 01753 474053 or 07885 828387 or email Nicola.johnstone@slough.gov.uk

To contact Slough Borough Council children's social care services departments telephone: 01753 476589

To make a new referral to Slough Borough Council's social care services telephone 01753 875362

To send a secure referral email to child.protection@slough.gcsx.gov.uk

The following telephone numbers may be useful:

Childline – 0800 1111

NSPCC - 0808 800 5000

Ofsted's Whistleblower Hotline - 0300 123 3155

This policy also links to our policies on:

- Health and Safety
- Child Protection Policy and procedures
- Statement of procedures for dealing with allegations of abuse against staff
- Behaviour
- Safer Recruitment
- Preventing Extremism and Radicalisation.

APPENDIX 1

Keeping Children Safe in Education

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

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

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

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

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

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

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

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Domestic violence and abuse

Domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological,
- physical,
- sexual,
- financial or
- emotional.
-

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This is not a legal definition.

Inappropriate sexual behaviour and sexual harassment

For school staff, identifying inappropriate sexual behaviour can be a complex task. Children and adolescents are normally sexually curious and may behave inappropriately with each other - the boundary between sexual harassment and sexually abusive behaviour can be difficult to define.

Defining behaviour as sexual harassment is difficult and a major issue is likely to be whether the sexual contact is consensual or not. A boy groping a girl may be an incident of inept behaviour by an immature adolescent; it may indicate that the person has the potential to become a sexual offender; it may indicate that they themselves are a victim of abuse. In all cases, it is essential that these incidents are treated seriously.

Details must be recorded accurately and passed on to the appropriate person. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they realise the seriousness of their behaviour. Parents of both children should be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the parents of the victim have the right to pursue a complaint against someone who has assaulted their son/daughter. It must also be remembered that one or both parents/carers or a close relative may be the perpetrators.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child criminal exploitation: 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 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 are 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. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females and children or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, stature and access to economic or other resources.

Trafficked children

“Trafficking of persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is not considered possible for children to give informed consent. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Trafficked children may not only be deprived of their rights to health care and freedom from exploitation and abuse, but may also be denied access to education. The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, but they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future. Physical abuse can include:

- beatings;
- being subdued with drugs, on which they then become dependent;
- alcohol addiction; and
- stress/post-traumatic stress-related physical disorders such as skin diseases, migraine and backache.

Some kind of emotional abuse is involved in all types of maltreatment of a child, including trafficking. Trafficked children may:

- feel disorientated after leaving their family environment, no matter how impoverished and difficult. This disorientation can be compounded for some children who have to assume a new identity or have no identity;
- feel isolated from the local community in the UK by being kept away from school and because they may not be able to speak English;
- fear both the adults who have physical control of them and the threat that they will be reported to the authorities as immigration criminals;
- lose their trust in all adults;
- have low self-esteem and believe that the experience has ruined them for life psychologically and socially;
- become depressed or suicidal;
- worry about people in their families and communities knowing what has happened to them, and become afraid to go home; and
- feel like criminals as a result of the new identity forced on them, which can have long-term consequences for their adult lives.

All children who have been exploited are likely to suffer some form of mental harm. Usually the longer the exploitation, the more their mental health will deteriorate. This can include:

- psychological distress owing to their sense of powerlessness - in many cases involving violence and deprivation at the hands of their traffickers, it will take the form of post traumatic stress disorder;
- dependent relationships with their abusers;
- flashbacks, nightmares, anxiety attacks, irritability and other symptoms of stress, such as nervous breakdowns;
- a loss of ability to concentrate;
- becoming anti-social, aggressive and angry, and/or fearful and nervous – finding it difficult to relate to others, including in the family and at work; and
- fear of authorities based on past experiences or what they have been told by their traffickers.

Children who have been trafficked may be sexually abused as part of being controlled or because they are vulnerable. In many cases, sexual exploitation is the purpose of the trafficking. Children being sexually exploited are at risk of sexually transmitted infections, including HIV/AIDS; and for girls there is the risk of pregnancy and possible damage to their sexual and reproductive health.

Trafficked children may also suffer neglect. In particular, they may not receive routine and emergency medical attention (partly through a lack of concern about their welfare and partly because of the need for secrecy surrounding their circumstances). They may also be subject to physical, sensory and food deprivation.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. The child may:

- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- has a history with missing links and unexplained moves;
- has gone missing from local authority care;
- is required to earn a minimum amount of money every day;
- has limited freedom of movement;
- appears to be missing for periods;
- is known to beg for money;
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- is one among a number of unrelated children found at one address;

The indicators above should not be read as a definitive list and practitioners should be aware of any other unusual factors that may suggest a child might have been trafficked. They are intended as a guide, which should be included in a wider assessment of the young person's circumstances. It is also important to note that trafficked children might not show obvious signs of distress or abuse and this makes it difficult to identify children who may have been trafficked. Some children are unaware that they have been trafficked, while others may actively participate in concealing that they have been trafficked

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- . FGM brings status/respect to the girl – social acceptance for marriage
- . Preserves a girl's virginity
- . Part of being a woman / rite of passage
- . Upholds family honour
- . Cleanses and purifies the girl
- . Gives a sense of belonging to the community
- . Fulfils a religious requirement
- . Perpetuates a custom/tradition
- . Helps girls be clean / hygienic
- . Is cosmetically desirable
- . Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- . Child talking about getting ready for a special ceremony
- . Family taking a long trip abroad
- . Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- . Knowledge that the child's sibling has undergone FGM
- . Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- . Prolonged absence from school and other activities
- . Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- . Bladder or menstrual problems
- . Finding it difficult to sit still and looking uncomfortable
- . Complaining about pain between the legs
- . Mentioning something somebody did to them that they are not allowed to talk about
- . Secretive behaviour, including isolating themselves from the group
- . Reluctance to take part in physical activity
- . Repeated urinal tract infection
- . Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings schools take action without delay.

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Alcohol and drug use

Pupils affected by their own or other's drug misuse should have early access to support through the school and other local services. Staff are alert to behaviour which might indicate that a child is experiencing difficult home circumstances. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home and it is not deemed a safeguarding issue, the school will follow the procedures set out in its drug policy.

Further information

Expert and professional organisations are best placed to provide up to date guidance for specific safeguarding issues. These are listed in Keeping Children Safe in Education (DfE, 2018).

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routs. (Housing Needs Duty Service at St Martins Place – 01753 475111). Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave the property. Whilst referrals and or discussions with the Housing Authority should be progressed as appropriate and in accordance with local procedures, this does not, and should not, replace a referral to children's social care where a child has been harmed or is at risk of harm.

APPENDIX 2

Cippenham School's referral process for Safeguarding concerns.

Designated Safeguarding Lead:

Danielle Thornton

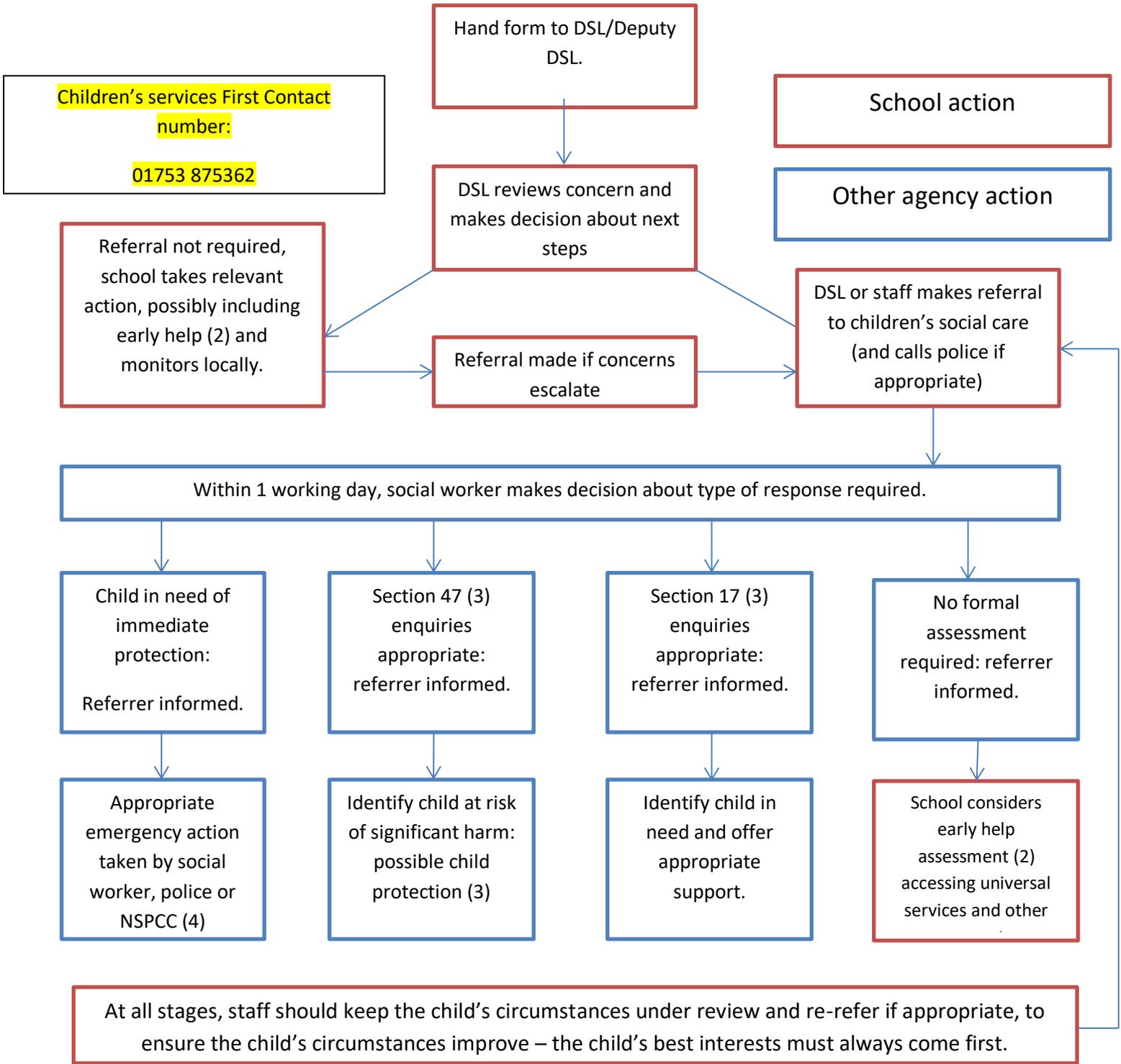
Deputy Safeguarding Lead:

Clare Lodge (Deputy Head)

Staff have concerns about a child (1). Concern put in writing on an Incident Report Form.

The Local Authority Designated Officer (DO) is:

Nicola Johstone



1. In cases which also involve an allegation of abuse against a staff member, see Part 4 of [Keeping Children Safe In Education \(September 2020\)](#).

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, a FIRST inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children \(July 2018\)](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in chapter one of [Working together to safeguard children \(July 2018\)](#).
4. This could include applying for an Emergency Protection Order (EPO).

Cippenham School
Safeguarding and Child Protection
Incident / Cause for Concern Report Form



Child's name Gender: Male / Female

Class:.....

Date and time of incident / concern raised.....

Expressed to.....

Persons

Involved:.....

Description of Incident / Cause for Concern:

Name..... Date..... Signature.....

Actions taken.

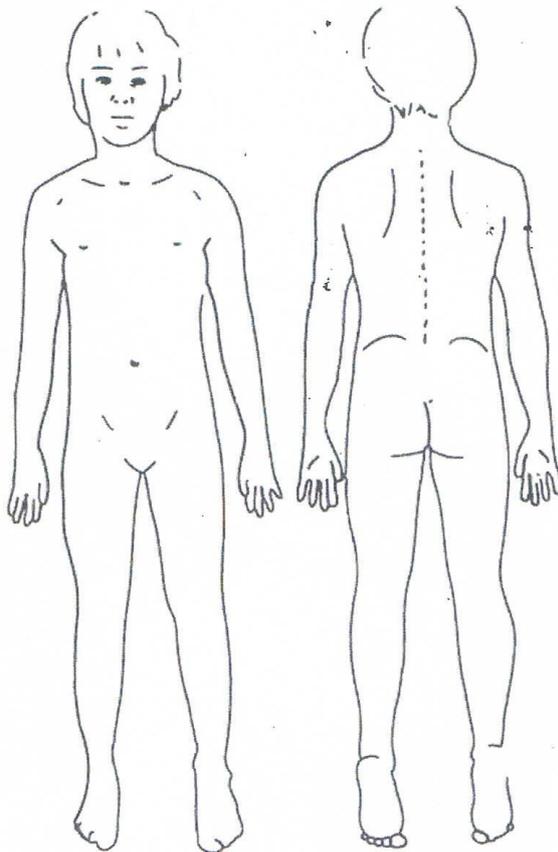
School designated member of staff use only.

| <u>Date</u> | <u>Person taking action</u> | <u>Action</u> |
|-------------|---------------------------------|---------------|
| | | |

Name.....

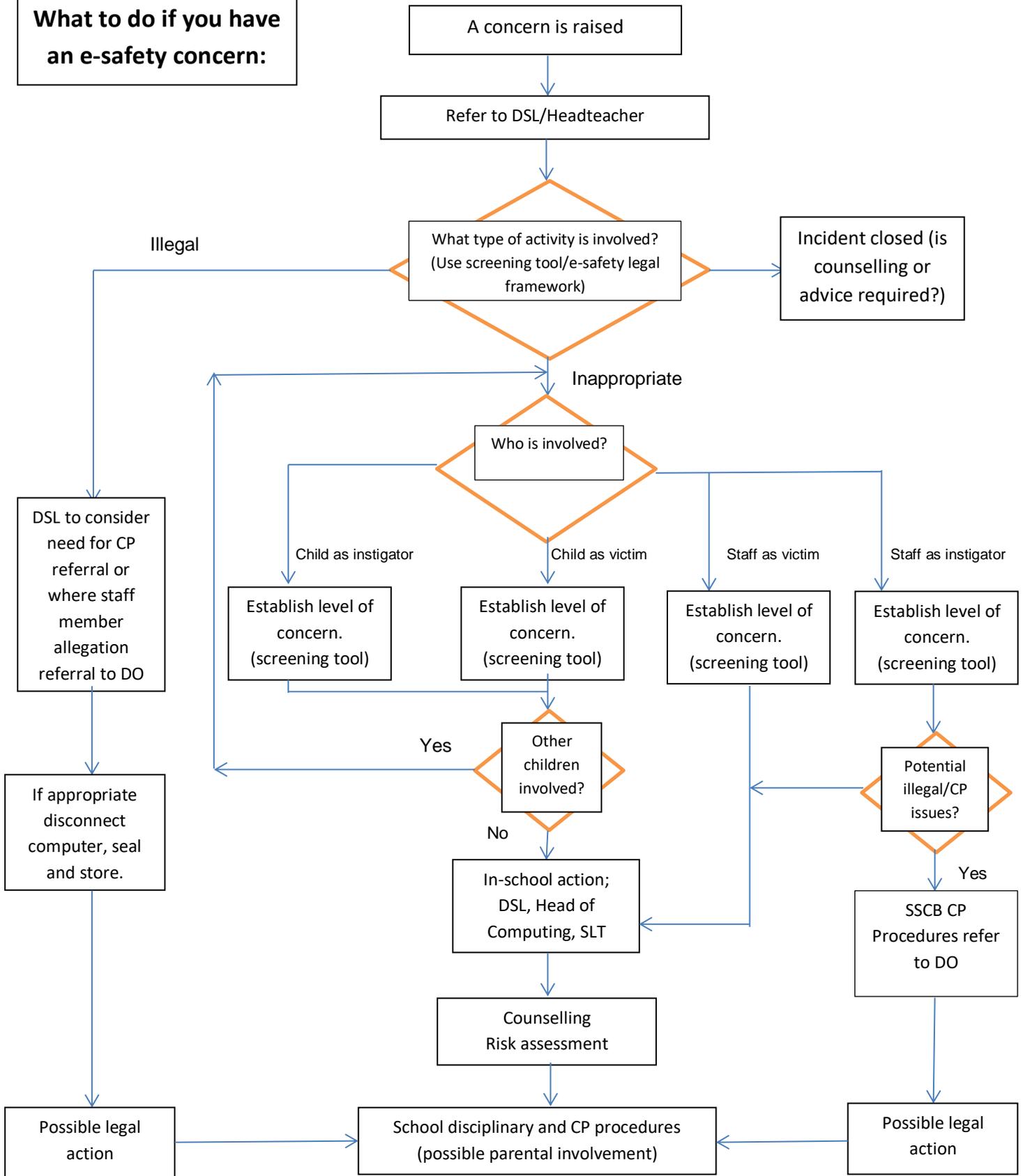
Date.....

Signature.....



What to do in the event of an E-Safety concern.

What to do if you have an e-safety concern:



APPENDIX 6

Safeguarding and Child Protection Procedures.

1 Procedures for Accessing Early Support/Assistance

- a) The trust recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.
- b) Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support, the Inclusion Team are involved. This team then liaises with school, YOT, CAMHS, Early Help.
- c) The trust is committed to working in partnership with children, parents and other agencies to:
 - Identify situations in which children and/or families would benefit from early help;
 - and
 - Provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.
- d) Staff are to be particularly alert to the potential need for early help for any child who:
 - Is disabled and has specific additional needs;
 - Has special educational needs;
 - Is a young carer;
 - Is showing signs of engaging in anti-social or criminal behaviour;
 - Is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse;
 - Is showing early signs of abuse and/or neglect;and/or
 - Is particularly vulnerable in any of the ways identifies above.
- e) Any member of staff who recognises that a child would benefit from co-ordinated support is to liaise with the DSL, and complete an Inclusion referral form which then will be discussed in the 2 weekly caseload meetings.

2 Procedures for when a child is missing from education.

- a) Where a child has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to Slough's Children Missing Education (CME) services.
- b) Reasonable steps include:
 - Telephone calls to all know contacts;
 - Letters home (including recorded delivery);
 - Contact with other schools where siblings may be registered;
 - Possible home visits where safe to do so;
 - Enquiries to friends, neighbours etc... through school contacts;

- Enquiries with any other service known to be involved with the child/family;
 - All contacts and outcomes to be recorded on the child's file.
- c) Upon receipt of a referral from the school, the Slough CME service will then continue to attempt to track the child. If this also fails to establish the child's whereabouts, the school will be informed to remove the child from roll.
- d) If the Slough CME service is able to contact the child and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the child has registered at another school, the school will delete the child's name from the roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and receipt secured.

3 Procedures for when staff are concerned regarding a child's welfare

- a) Staff are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. Staff can become aware of potential abuse either through their own observations or from direct disclosures of information.
- b) Staff are to report all concerns regarding the welfare of children, however minor or insignificant they think they are. A member of staff does not require 'absolute proof' that a child is at risk. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate whether a child has been abused.
- c) If a child is displaying signs which indicate that they may be suffering harm (see Appendix 1), it is acceptable for staff to ask if they are OK or if they can help in any way. If such discussion leads to the child providing details of being harmed then staff should follow the advice in Appendix 2.
- d) If a member of staff has concerns without direct disclosure of information they are to:
- Report their concern to the DSL – immediately when there is evidence of physical or sexual abuse, otherwise as soon as possible and before the end of the school day;
 - Complete an Incident report form (see Appendix 3);
 - Not start their own investigation;
 - Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
 - Seek support for themselves by informing the DSL if they are distressed or need to debrief.

4 Procedures for when staff receive disclosures of information

- a) Disclosures of information may be received from the child, parents/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity and care.
- b) When receiving a disclosure from an individual, staff will:
- Allow them to speak freely; not be afraid of silences, listen to and take seriously any disclosure or information that child may say;

- Remain calm and not overreact;
 - Avoid admonishing the individual for not disclosing earlier;
 - Give reassuring nods or words of comfort – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
 - Try not to show signs of shock, horror or surprise;
 - Not express feelings or judgments regarding any person alleged to have harmed a child;
 - Clarify the information;
 - Under no circumstances ask investigative questions – such as how many times has this happened, whether it happens to siblings too, or what does the child’s mother think about all of this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if it is required, e.g. when did this happen, where did this happen?);
 - Keep questions to a minimum and of an ‘open’ nature e.g. ‘Can you tell me what happened?’ rather than ‘Did x hit you?’
 - At an appropriate time (using professional judgment) explain sensitively that in order to help them, the member of staff must pass the information on to the DSL;
 - Explain that only those who ‘need to know’ will be told;
 - Explain what will happen next and that the individual will be involved as appropriate.
- c) Staff can refer to Appendix 2 (School’s referral procedures) when they receive a disclosure or have a safeguarding concern.

5 Completing the Incident Report Form

- a) It is important that all staff use one consistent system for the recording of concerns. Therefore, staff are to use the pro-forma ‘Incident Report Form’. These forms are available from the staff room or from the DSLs. A copy of this form is included in Appendix 3. If the concern is an injury to the child then staff will also be required to fill out ‘marks on body’ form (Appendix 4)
- b) Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version. Records are to be signed, dated and timed by the member of staff making the record.
- c) Such records are to include, in addition to the name and age of the child, timed and dated observations describing the child’s behaviour, appearance (using Appendix 4) statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent will be recorded.
- d) Once completed, the form must be passed straightaway to the DSLs, who will complete the form to confirm what action has been taken.

6 Notifying parents

- a) The DSLs will make contact with the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children’s Social Care.

7 Making a referral to Children’s Social Care

- a) The DSLs will make a referral to Children's Social Care (or the Police), if it is believed that a child is suffering or is at risk of suffering significant harm. However, the statutory guidance 'Keeping Children Safe in Education (September 2020)' also notes in paragraph 15, that in 'exceptional circumstances, such as in emergency or in a genuine concern that appropriate action has not been taken', any member of staff can contact Children's Social Care.
- b) The DSLs will make a referral to Children's Social Care if, after attempts via telephone/email, the parents have not put money on the child's Parent Pay account and are already in arrears. The school will provide the child with fruit for one lunch.
- c) The DSLs will make a referral to Children's Social Care if, after attempts to obtain medical documents or letters from Doctors, that would assist in the correct level of care for the child while in school, have not been successful.
- d) The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk of harm to the child.

8 Staff reporting directly to Child Protection Agencies

- a) Staff should follow the reporting procedures outlined in this policy, whereby they would normally report any concerns to the DSLs. However, as emphasised in 'Keeping Children Safe in Education 2020', they may also share information directly with Children's Social Care and/or the Police if:
 - The situation is an emergency and the DSL, the deputy DSL, the Headteacher and/or Chair of Academy Council are all unavailable;
 - They are convinced that a direct report is the only way to ensure the child's safety;and/or
- For any reason they make a judgment that a direct referral is in the best interests of the child.
- b) In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSLs and/or Headteacher at the earliest opportunity that they have done so unless in their judgment doing so would increase the risk of harm to the child.

APPENDIX 7

COVID-19 ADDENDUM

The following appendix lays out, in numbered points, the changes to our safeguarding practices and procedures at Cippenham School, in line with the government and LA guidance issued. This appendix is a fluid document that is subject to change, as and when the guidance changes.

1. Update/advice from Slough Children's Services Trust. Taken from the web site, they state that:

"The vision of Slough Children's Services Trust is that all children in Slough should be safe, secure and successful and that remains our focus. Despite the current coronavirus pandemic, our priority is to ensure the safety of children and young people in Slough so the Trust is currently operating business as usual. We are closely monitoring the situation and as it unfolds we will review our services to ensure our critical functions including safeguarding are prioritised.

Many of our staff are now working from home unless it is absolutely necessary that they are in the office and, where possible, technology is being used to replace face-to-face contact. However, not all these contacts can be replaced. To effectively safeguard children and young people, visits to those children, young people and their families will still take place where appropriate."

LA and SCST will remain responsible for social care and the contact details for the front door remain the same. 01753 875362 | Out of Hours: 01344 786543 | sloughchildren.referrals@scstrust.co.uk

2. Reporting and recording:

- In terms of reporting safeguarding concerns, Cippenham School will continue to follow the Safeguarding Policy. A senior member of staff is on site each day, if a member of staff has any immediate concerns regarding a child. The DSL/Deputy DSL will be contactable via telephone, email or video link, if these concerns need to be escalated.
- If a concern needs to be escalated, then the DSL/Deputy DSL will contact the Front Door in the same way as usual and will complete a MARF as and when it is necessary, using the threshold document as guidance and their own judgement.
- All contact names and numbers at SCST remain the same (these are listed in the Safeguarding Policy)
- Concerns regarding a member of staff will be dealt with in the same way as normal, following the procedures set out in the Safeguarding Policy.
- Those with an EHC plan have been risk-assessed by the school, in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Many children and young people with EHC plans can safely remain at home.

3. Working with social workers and Virtual School Heads (VSH) for LAC and PLAC:

- The DSL will make contact with named social workers on a regular basis.
- Daily emails are sent to social workers and VSH to update them on the attendance of any vulnerable children who are part of the skeleton service.
- Any previously planned core groups/CIN meetings/TAF meetings/LAC reviews, will be held either by email correspondence or video link.

4. Peer on peer abuse and online safety:

- In terms of in school, the procedures set out in the Safeguarding Policy will still apply.
- In terms of the risk to children outside of school, the parents will be sent advice on keeping devices safe and checking regularly, what the children are accessing.
- Parents are encouraged to speak to their children about the rules of online safety and what they can do to keep themselves safe.
- Parents are also encouraged to contact the school, if they have any concerns regarding an incident of peer on peer abuse, where advice can be given.

5. Supporting children who do not meet the 'vulnerable' definition:

- The DSL has identified a list of children who would normally be monitored closely, if it was 'a normal school day'.
- These children's parents are contacted by a member of the SLT on a weekly basis to 'check in'. The SLT member will attempt to speak to the child as well as the parents to ensure that there are no concerns and also ask if there is anything that, as a school, we can do to help.
- The phone calls to these parents are recorded in a log that details the date, who the SLT member spoke to and if there were any concerns. These children have also been RAG rated in terms of vulnerability (Red – priority, Amber – medium, Green – mild)
- We have created a 'useful numbers' booklet for parents. It includes numbers and web links to a wealth of support services within Slough and the local area. This booklet is in the school reception and it was emailed to all parents at the start of the Covid-19 pandemic in March 2020.

6. Children and online safety away from school:

- It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- Online teaching should follow the same principles as set out in the Cippenham School code of conduct.
- The Gold Rose MAT will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- The Gold Rose MAT does not allow staff to provide 'live teaching' and no 'live' lessons will take place. Learning activities and resources should be shared electronically for students to complete in their own time.
- Staff are able to record virtual lessons/screencasts to explain or model learning and videos created should be shared using the school's virtual platform only and not using any other platform.

When recording virtual lessons for students, staff should:

- Not have any 1:1s set up, groups only available to access learning on the school's virtual platform
- Staff must wear suitable clothing when recording lessons and learning activities.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Any recorded teaching and learning should be shared on the school's virtual platform
- Recorded lessons and learning should be kept to a reasonable length of time, no longer than a 'normal' lesson time.

- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by The Gold Rose MAT to communicate with children/pupils/students
- Staff should record, the length, time and date of any recorded sessions.
- Staff must ensure that if they are recording lessons that they do so on a clear screen to ensure that no sensitive data or information can be seen at any point during this time.

Communication with families via telephone:

Due to the extended length of time pupils will be away from school, it will be necessary for staff to contact them via telephone for wellbeing checks.

Staff must ensure the following when contacting families:

- Phone number is withheld (dial 141 before the number you are calling or change setting in 'Phone options') unless you are calling from a work mobile.
- Language must be professional and appropriate, including any family members who can be heard in the background.
- Staff should ensure that no sensitive data or information is shared during the phone call.
- Staff should immediately report, to the nominated person – in accordance with the school policy, any communication that makes them uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Unless there is a safeguarding issue and advised otherwise by the DSL, staff should only make these wellbeing calls on weekdays between 8am and 6pm.
- Staff should use given contact details for parents only and only speak directly to pupils with agreement from parents unless DSL agrees there is an immediate safeguarding concern and it would put the pupil at risk of harm to do this.

Communication with families in writing:

During this period, written communication between staff and families should only occur using the following media: Class Dojo, school email, Twitter or letter.

Staff should ensure the following:

- Any written communication between staff and families must be professional in tone and content.
- Staff should ensure that no sensitive data or information is shared.
- Staff should immediately report, to the nominated person – in accordance with the school policy, any communication that makes them uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- Electronic communication should only occur between 8am and 6pm.
- Staff Twitter accounts used to tweet to @cippenhamps and communicate with parents should be accounts for this use only – personal accounts should be separate and private.
- All tweets should be professional in tone and content.
- SLT and DSL will monitor staff Twitter accounts, email and Dojo where necessary

The [UK Council for Internet Safety](#) provides information to help governing boards and proprietors [assure themselves](#) that any new arrangements continue to effectively safeguard children online. The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely.

Supporting pupils returning to school after a lockdown

During the period of lockdown, through wellbeing calls and useful links and documentation shared on the school website, pupils' wellbeing has been monitored.

On returning to school:

- The Inclusion team will identify the needs of the children who were referred by staff during the period of lockdown and look at what support is needed, through meaningful caseload meetings.
- The Deputy Head leading on Wellbeing, will ensure staff are trained and well equipped to recognise signs of need in children.
- Useful services will be made known to the parents and they will be signposted by staff as and when the need arises.
- Mindfulness zones around the school will be created where pupils are given the opportunity to spend quiet, reflection time, with support.
- Key members of staff will undergo up to date localised training in order to support pupils, parents and staff in the return to Education after Covid-19
- Embedded into the PHSE curriculum will be lessons that give the children an opportunity to share and reflect on their experiences during lockdown and how it has made them feel.