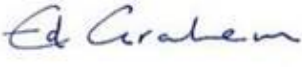
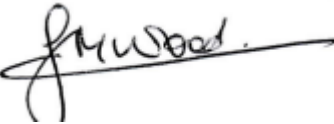




St Andrew's
BERKSHIRE

Child Protection and Safeguarding Policy

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

Head Master Ed Graham		1 st September 2023
Jo Wood Governor for Safeguarding		1 st September 2023

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KEY CONTACTS

Key Contact List for Safeguarding in St Andrew's School

Role	Name	Contact number	Email
Designated Safeguarding Lead & Head of Boarding	Kirsty Parkhouse	0118 974 4276	parkhousek@standrewsberkshire.co.uk
Deputy DSL (Pre-Prep) and Designated DSL for EYFS	Fiona Armstrong	0118 974 4276	armstrongf@standrewsberkshire.co.uk
Head Master Deputy DSL (Prep)	Ed Graham	0118 974 4276	headmaster@standrewsberkshire.co.uk
Deputy DSL (Prep)	George Weir	0118 974 4276	weirg@standrewsberkshire.co.uk
Deputy DSL (Pre-Prep & EYFS)	Rachael Drouin	0118 974 4276	drouinr@standrewsberkshire.co.uk
Chair of Committee	Philip Waite	0118 974 4276	chair@standrewsberkshire.co.uk
Safeguarding Governor	Jo Wood	0779 981 4403	woodj@standrewsberkshire.co.uk
Mental Health Lead	Haig Howard	0118 974 4276	howardh@standrewsberkshire.co.uk

Key external contacts in the Local Authority

- **Berkshire LSCB Procedures:** See structure chart below & <http://berks.proceduresonline.com/>
- **Key Contacts within Oxfordshire Council:** Call MASH on 0345 050 7666
- **Key Contacts within Hampshire Council:** call on 0300 555 1384 during office hours or phone 0300 555 1373 at all other times.
- **Key Contacts within Bracknell:** call MASH on 01344 352005 or email mash@bracknell-forest.gov.uk.
- **Key Contacts within Reading Borough Council:** Call on 0118 937 3641

NEW MULTI-AGENCY SAFEGUARDING ARRANGEMENTS FOR WEST BERKSHIRE:

<https://www.berkshirewestccg.nhs.uk/MASA>

Agency/person	Name	Address	Telephone contact Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Council Offices Market Street NEWBURY RG14 5LD	Professionals only contact number: 01635 503090 Parents only Contact number: 01635 503090 Emergency Duty Team (outside of office hours) Tel: 01344 351999 child@westberks.gov.uk
Prevent Officer Thames Valley Police	Prevent officer		Preventreferrals@thamesvalley.pnn.police.uk
Building Communities Together Team Manager and Chair of Prevent Steering Group Channel Panel Chair		CEO & support West Berkshire Council 20 Mill Lane Newbury RG14 5QU	07881 856801 susan.powell@westberks.gov.uk www.westberks.gov.uk
Service manager for Early Years, Vulnerable Learners and Families	Avril Allenby/ Melissa Perry	Council Offices Market Street Newbury RG14 5LD	01635 519044 Avril.Allenby@westberks.gov.uk
Principal Education Welfare and Safeguarding Officer, and PREVENT Link for Education	Melissa Perry	Council Offices Market Street Newbury RG14 5LD	01635 519788 EWSS@westberks.gov.uk
Education Safeguarding Officer	Joan Ball	Council Offices Turnham's Green Park Pincents Lane RG31 4UH	01635 503156 joan.ball@westberks.gov.uk
Local Authority Designated Officer [LADO] Contact can be made via CAAS	Fiona Goussard	Council Offices Market Street Newbury RG14 5LD	CAAS on 01635 503090 cpadmin@westberks.gov.uk LADO@westberks.gov.uk
Senior Education Welfare Officer and contact for Attendance Network	Sally-Ann Looker	Council Offices Market Street Newbury RG14 5LD	01635 519788 sal.looker@westberks.gov.uk

Exclusions and Reintegration Officer	Roslyn Arthur	Council Offices Market Street Newbury RG14 5LD	01635 503409 Roslyn.Arthur@westberks.gov.uk
Early Help and Prevention Lead	Laura Taylor	West Berkshire Council, West Point, Newbury, RG14 1BZ	01635 503090 Laura.taylor@westberks.gov.uk

1. Purpose

An effective whole-school child protection policy is one which provides clear direction to staff and others to promote the Child's welfare and the expected behaviour when dealing with child protection issues. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child.

This policy links with Berkshire West Safeguarding Partners (formerly LSCB) child protection procedures. [These procedures can be found here.](#)

2. Introduction

- 2.1 St Andrew's takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989). "Safeguarding and promoting the welfare of children are defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes" (Keeping Children Safe in Education, 2023)
- 2.2 Section 175 of the Education Act 2002 places a statutory responsibility on governing boards to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school - Working Together to Safeguard Children 2018 and Part 2 of "Keeping Children Safe in Education" Sept 2023 sets out the responsibilities of governing boards including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or governing boards. (links to all documents in Appendix 7).
- 2.3 Section 11 of the Children's Act 2004 sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns. Safeguarding is everyone's responsibility and should be a child centred approach" (*Working Together, 2018*).
- 2.4 There are five main elements to this Child Protection and Safeguarding Policy:
- a) Ensuring we practise safer recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
 - b) Establishing a safe environment in which children can learn and develop. This can be achieved by the creation of a positive school atmosphere and teaching, and the pastoral support offered to pupils.
 - c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.
 - d) Developing and then implementing procedures for:
 - Identifying and reporting cases, or suspected, cases of abuse
 - Offering support to students who may be at risk of, or vulnerable, to violent and non-violent extremist or terrorist narratives
 - Offering support to students who may be at risk of criminal/sexual exploitation
 - Recognising and offering support to pupils who are victims of sexual harassment and/or sexual violence
 - Offering support to children who have social workers

- Offering support to children to improve their mental health
- e) Support to pupils who may have been abused, including child-on-child abuse.

2.5 This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to St Andrew's.

2.6 This school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

3. Terminology

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult, or adults or another child or children and abuse may wholly take place online.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see *Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children, 2015*) in respect of those children who have been identified as suffering, or being at risk of, suffering harm.

Children includes everyone under the age of 18.

Contextual Safeguarding. This is also relevant regarding 'child-on-child' abuse which can be experienced at home or, indeed, outside of the home, for example an unsupervised group of children who are meeting at a public place, such as a town centre.

DSL – Designated Safeguarding Lead at the School

DDSL – Deputy Designated Safeguarding Lead

Parent refers to birth parents and other adults who are in a parenting role (for example, step-parents, foster carers and adoptive parents).

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Keeping Children Safe in Education, September 2023*).

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

4. School Aims and Objectives

4.1 We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult all help to prevent abuse and extremism. Safeguarding is **everyone's** responsibility; therefore, **everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools and their staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children, March 2018) In order to fulfil their safeguarding responsibilities, professionals should make sure that their approach is child-centred and they should consider what is in the **best interests** of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. (*KCSIE, September 2023*).

4.2 Therefore, St Andrew's will:

- 4.2.1 Ensure they have a Designated Safeguarding Lead (DSL) for Safeguarding, a Deputy Designated Safeguarding Lead (Deputy) from the senior leadership team, and a Safeguarding Governor who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners; this training takes place every two years. The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on Safeguarding concerns. All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child. A full description of the duties of a DSL can be found in Annex C, KCSIE, Sept 2023, and Appendix 5 of this document.
- 4.2.2 Ensure that there are safeguarding policies and procedures in place and they are reviewed regularly to ensure children and learners are kept safe.
- 4.2.3 Ensure that all staff have appropriate and up-to-date training.
- 4.2.4 Establish and maintain an environment where pupils feel safe and secure and know that there are adults within the school they can approach if they are worried or are in difficulty.
- 4.2.5 Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect.
- 4.2.6 Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Criminal and Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service, CAAS or other relevant agencies.
- 4.2.7 Ensure all staff members are aware of the systems within our school which support safeguarding and these should be explained to them as part of their induction. Adults who work in the EYFS setting will not use or carry personal mobile phones or any other electronic device with imaging and sharing capabilities while working. All staff working in the early years setting and with early years children must ensure that if they wear a smart watch this is either switched off or switched to flight mode which includes having their digital devices stored away from the children at all times.
- 4.2.8 Ensure all concerns, discussions and decision made and the reason for those decisions should be recorded in writing. If in doubt about the recording requirements staff should discuss with the DSL.
- 4.2.9 Ensure children who go missing from the setting they attend, or are persistently absent, receive well-coordinated responses that reduce the harm or risk of harm to them. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or persistently absent from education, as set out in our Attendance Policy.
- 4.2.10 Include in the curriculum activities and opportunities for Personal Health & Social Education (PSHE), which equip pupils with the skills they need to stay safe from all forms of abuse such as bullying (including cyber bullying), sexting, child-on-child abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Relationships and Sex Education (RSE) – details can be found in our PSHE and RSE policy on the school's website.
- 4.2.11 Ensure that wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from partner agencies.
- 4.2.12 Ensure that St Andrew's contributes to inter-agency working in line with statutory guidance (*Working Together to Safeguard Children, 2018*) by working with social care, CAAS, the police, health services and other services to promote the welfare of by children and protect them from harm.

- 4.2.13 Ensure all staff, parents and carers have access to a copy of the school's child protection and safeguarding procedures for managing allegations of harm to a child. Ensure they know how to make a complaint and understand policies on whistleblowing. Ensure there is a procedure in place to handle allegations against teachers, the Head Master, volunteers and other staff.

5. Statutory Framework

5.1 This policy is in line with guidance from the following legislation and statutory guidance:

- a) The Children Act 1989 and Section 11 of the Children's Act 2004 (*see Appendix 1*)
- b) The Education Act 2002 (*Section 175*)
- c) The Education (Pupil Information) (England) Regulations 2005
- d) Dealing with Allegation of Abuse Against Teachers and Other Staff (2011)
- e) Working Together to Safeguard Children (2018)
- f) Keeping Children Safe in Education (Sept 2023)
- g) Inspecting Safeguarding in Early Years, Education and Skills Settings 2016, Ofsted
- h) Berkshire LSCB Child Protection Procedures
- i) What to Do If You're Worried a Child Is Being Abused (*see Appendix 1*)
- j) Prevent Within Schools: a Toolkit for Schools, May 2015
- k) The Education Inspection Framework

Copies of the above can be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk. Independent schools should also be familiar with the content of the Education (Independent Schools Standards) Regulations 2014.

6. Roles and Responsibility

6.1 **All** adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within the school and the local authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in the Key Contacts section at the beginning of this document.

6.2 **DSL Responsibilities** (See Appendix 5 for a detailed outline of the role of the DSL and their deputies):

- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- ensure that all of the child protection procedures are followed within the school.
- make appropriate, timely contact with Contact, Advice and Assessment Services (CAAS) and to Prevent Officer at Thames Valley Policy, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If the child resides out of the West Berkshire area, it is the responsibility of the DSL to make contact with the appropriate child protection team for that authority (as noted in contacts at the beginning of this document), and follow their procedures on how to make a referral. If, for any reason, the DSL is unavailable, then one of the deputies will act in their absence.
- ensure all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal child protection procedures; to advise staff and to offer support to those requiring this.
- provide an annual report to the St Andrew's Committee and to the Bradfield Council detailing any changes to the policy and procedures, the training undertaken by all staff and governors and other relevant issues; there are also termly safeguarding reports to the St Andrew's Committee. The DSL will then complete the Annual Audit of Safeguarding in Schools. The purpose of the Annual Audit of Safeguarding in Schools is to keep the Local Safeguarding Children Board (LSCB) updated on how schools in the authority are managing their statutory responsibilities to safeguarding (*Section 175 Education Act 2002, Section 157 Education Act 2002 and Section 11 Children's Act 2004*). The findings of the audit will then be reported to West Berkshire LSCB.
- be responsible for addressing any barriers to effective inter-agency working and will report to the Head Master when it has an effect on safeguarding children.

6.3 Staff Responsibilities:

- Should staff have any concerns about a child, they should raise their concerns with the DSL or DDSL.
- Attend at least annual safeguarding training with updates from the DSL. There will be Universal Training every 3 years delivered by West Berkshire Safeguarding Education Office.
- Read KCSIE Part 1 at the start of each new academic year and be aware of any specific changes.
- Ensure that they know who to report to and how should they have any safeguarding concerns.
- Read and ensure they understand any safeguarding updates that are sent out.
- As part of their safeguarding induction, all members of staff are required to read and understand:
 - Part 1 of Keeping Children Safe in Education (2023)
 - The St Andrew's Safeguarding Policy
 - The St Andrew's Behaviour Policy
 - Staff Code of Conduct

New staff also meet with the DSL who delivers training and covers:

- Online Safety
- The role and identity of DSL and DDSL's

6.4 **The Lead Officer in Education for Safeguarding, Prevent Lead in Education and the Education Welfare and Safeguarding Officer** are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the school's DSL, deputies and Safeguarding Governor.

7. Governance and Leadership

7.1 In accordance with Part 2 of Keeping Children Safe in Education 2023, the St Andrew's Committee will:

- Ensure that all governors receive appropriate safeguarding and child protection (including online) training annually, as well as during their induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at St Andrew's are effective and support the delivery of a robust whole school approach to safeguarding.
- Ensure a member of the Senior Leadership Team is designated as the DSL and that there is a job description for this person, which states that the DSL should take lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems in place. The governors also ensure that the DSL has appropriate training and status within the school to carry out the duties of the post, as well as there being arrangements for Deputy Designated Safeguarding Leads to support the DSL.
- Ensure that all staff undergo safeguarding and child protection training (including online safety) and all required training is compliant and meets the necessary standards.
- Appoint a nominated Safeguarding Governor to oversee the safeguarding policy and procedures at St Andrew's; the Safeguarding Governor completes a Level 1 Universal Safeguarding Training Induction, as well as other appropriate training.
- Ensure the Safeguarding Governor meets with the key members of the DSL team (and at least termly with the DSL) to discuss safeguarding matters, both procedural and policy related – this will include relevant policies connected with safeguarding, safer recruitment and challenges and issues the school staff are managing in order to ensure that children are being kept safe. The DSL provides a termly report for the St Andrew's Committee and is available for scrutiny.
- Be presented with an annual audit of safeguarding at St Andrew's, delivered by the DSL; this is also presented at a full Bradfield Council meeting, with recorded minutes and necessary scrutiny.
- Review any policy changes and sign off the safeguarding policy annually and ensure this is publicly available on the St Andrew's website;

- Be involved in recruitment panels; the St Andrew's Committee ensures that the school adopts recruitment procedures that help deter, reject or identify people who might abuse children.
- Do all that they reasonably can to limit children's exposure to risks from the school's IT system. As part of this process, the St Andrew's Committee ensures the school has appropriate filtering and monitoring systems in place and regularly reviews their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified.
- Put in place appropriate safeguarding responses to children who go missing from education or are persistently absent, particularly on repeat occasions, to help identify the risk of abuse and neglect (including sexual abuse or exploitation) and to help prevent the risks of their going missing in future. The Governors ensure that there is a designated teacher for Looked-After Children - LAC - (which is the DSL) and they ensure this person has appropriate training.
- Ensure that all governors have completed DBS checks which are recorded on the single central record (SCR) and ensure the SCR of staff and other volunteers is current, complete and compliant.
- Ensure that safeguarding and child protection are always an agenda item at termly St Andrew's Committee meetings; the annual safeguarding audit is checked and the Committee ensure it has been returned to the Local Authority in a timely manner and is reported upon at a relevant Committee meeting.

8. Procedures

- 8.1 Staff at St Andrew's are kept informed about child protection and Prevent responsibilities and procedures through induction, termly briefings and on-going awareness training, as well as weekly updates sent out by email. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff (e.g. contractors). The Head Master will ensure that they are aware of the school's policy and the identity of the DSL.
- 8.2 Ensure all school staff are able to identify children who may benefit from early help. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead professional in undertaking an Early Help assessment. In relation to early years, staff should demonstrate the young children's understanding of 'how to keep themselves safe from relevant risks' and demonstrate how this is monitored across the provision.
- 8.3 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, or an allegation, or suspects that abuse or extremism and radicalisation, or female genital mutilation (FGM) may have occurred **must** report it immediately to the DSL or, in their absence, one of the Deputy DSLs. There is a mandatory reporting requirement for health, teaching and social care professionals to report cases of FGM to the police.
- 8.4 Any child, in any family, in any school could be a victim of abuse. Staff should always maintain an attitude of 'it could happen here'. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes children may not be aware that what is happening is abusive. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way. Even if a child does not disclose but a member of staff has any concerns, they should share with the DSL.
- 8.5 If a child does disclose:
- Stop and listen right away, calmly and without overreacting
 - Allow them to speak freely

- Reassure them that they have done the right thing in speaking to you and acknowledge that this may have been a big step
- Make notes at the time or immediately afterwards if more appropriate (use the child's words as much as possible)
- Do not guarantee confidentiality – tell the child you may need to tell somebody to get the right help and to keep them safe
- Do not ask any leading questions
- Do not investigate
- Tell the child what will happen next
- Do not delay in reporting your concern to the DSL. Act immediately and report verbally to the DSL even if the child has promised to do it by themselves.
- Share information on a need-to-know basis only – do not discuss with friends, family or colleagues
- Complete a record of your concern on CPOMS – make sure you follow up if you are worried that your concern is not being acted upon
- Seek support yourself if you are distressed

8.6 When deciding what course of action needs to be taken, as well as whether to involve outside agencies, the School will look at the threshold guidance provided by West Berkshire, which can be found [here](#). The DSL will review the concern and make a decision about next steps. This is likely to involve reviewing the decision with another DDSL or the Head Master. Possible outcomes are:

- Monitor the concern (a relevant adult will be asked to monitor the child and feedback to the DSL within an agreed timescale.
- Discuss the concern informally with parents / carers
- Refer to social care

8.7 The DSL, or one of their Deputies, will immediately refer cases of suspected or actual abuse or allegations to West Berkshire's Contact, Advice and Assessment Service (CAAS) for West Berkshire cases or the appropriate local authority where the child lives outside West Berkshire. If the incident of abuse actually occurred within the West Berkshire boundary, it will be referred to West Berkshire's CAAS. In cases where a student may be vulnerable to, or exhibiting, extremist views the DSL or their Deputy will also follow the Prevent referral pathway in appendix 3.

8.8 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Headmaster and the Chair of the St Andrew's Committee are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

8.9 Contacts to CAAS will be made by telephone (**01635 503090**) where the contact will be screened by a social worker. As part of the CAAS screening process, a decision may be taken by CAAS for a case to be passed to the Multi-Agency Safeguarding Hub (MASH). This is an additional multi-agency information-gathering process to enhance the current service provision of CAAS. MASH will be co-located with CAAS; the MASH process will assist in the early identification of safeguarding concerns.

8.10 Where there is a child protection concern, allegation or disclosure, a phone call will immediately be made to CAAS to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent CAAS from putting in place timely, protective measures for the child or young person. In the event of a Prevent concern or allegation, a phone call will also be made to the Prevent Officer at Thames Valley Police.

8.11 If it is decided that the contact does not meet the thresholds for CAAS, advice will be provided by the social worker as to whether there is a role for early response services, and a My family Plan. The Threshold Criteria

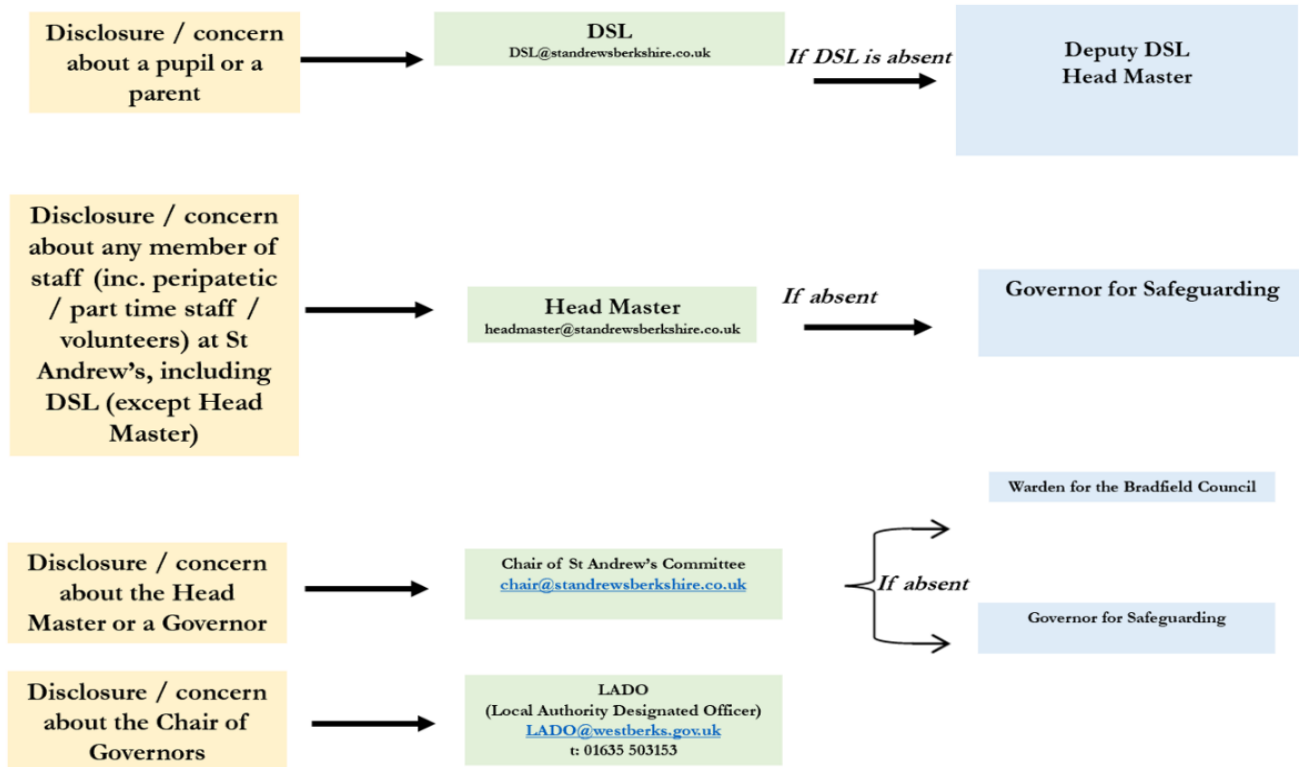
for WBC Children’s Services can be found at Threshold Criteria for WBC Children's Services.

- 8.12 The school will always undertake to share its intention to refer a child to CAAS with the parents or carers; however, our focus is the safety and wellbeing of the pupil first and therefore, if the school believes that notifying the parents could place the child at greater risk of harm or impede a criminal investigation, then we will take advice from CAAS and/or the police.
- 8.13 The school will ensure that a record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. There will be a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan, child protection plan or who are in the care of the local authority, the plan identifies the help that the child should receive and the actions to be taken if a professional working with the child has further concerns or information to report. All staff should have an awareness of issues around safeguarding children in the care of the local authority as the most common reason for children becoming looked after is as a result of abuse and/or neglect.
- 8.14 Any staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague’s career. All staff must remember that the welfare of the child is paramount. The sections later on low level concerns and whistle blowing along with the school’s whistleblowing policy enable staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. If there is an allegation or suspicion of misconduct about a member of staff, or volunteer, the Head Master must be informed immediately. If there is a concern about the Head Master, then this should be reported to the Chair of the St Andrew’s Committee.

REPORTING A DISCLOSURE OR CONCERN



St Andrew's
BERKSHIRE



8.15 This policy will be made freely available to parents and carers on the St Andrew's website and in hard copy, on request.

9. Allegations

- 9.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 9.2 The Governors ensure there are procedures in place to handle allegations against teachers, the Head Master, volunteers and other staff, which also includes information on responding to allegations relating to incidents occurring when an individual or organisation uses the School's premises.
- 9.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Child Protection Procedures: **Berks CP Procedures online**. Further guidance can be found in Part 4 of KCSIE, September 2023. See Appendix 4 for the LADO referral process.
- 9.4 The Head Master should, in the first instance, contact CAAS in order to liaise with the Local Authority Designated Officer (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation against Staff/Volunteer Meeting (ASV). Further details of the school's procedures for addressing allegations are set out in Section 8 of this policy.
- 9.5 Where the allegation is against the Head Master, the Chair of the St Andrew's Committee must be informed.
- 9.6 If, for any reason, it is decided that an Allegations against Staff/Volunteer Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR department.
- 9.7 The Governors ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- 9.8 The Governors also ensure that there are procedures in place to handle allegations against other children.

10. Training and Support

- The St Andrew's Committee should ensure that all staff members undergo safeguarding and child protection training and online safety at induction. The training should be updated regularly. Induction and training should be in line with advice from the LSCB. In addition, all staff members should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings), as, to provide them with relevant skills and knowledge to safeguard children effectively. This will also include online safety and Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff. Awareness training in West Berkshire is currently called **Universal Safeguarding Training**.
- The DSL will ensure that all staff complete Universal Safeguarding Training every three years. Staff training records will be kept up to date to monitor this.
- All staff, students, visiting staff and regular visitors to the school will be told where the policy is found online, given the name of the DSL and informed of the school's procedures in reporting concerns.
- The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.
- Where there are concerns and queries about child protection, support will be available for all school staff from the DSL and their Deputies. The DSL will seek support from the Head Master, local Education Welfare Officer, Prevent Officer and appropriate other local authority staff where needed.

11. Professional Confidentiality

- 11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret. Where there is a child protection concern, this must be reported to the DSL and may require further investigation by the appropriate authorities. Children can be reassured that only the people who 'need to know' will be informed that this will be the minimum necessary and that information will not become common knowledge.
- 11.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined in 11.1.

12. Records and Monitoring

- 12.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies. We use CPOMS as our recording system.
- 12.2 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will then be uploaded confidentially to CPOMS and will include the action taken. Making the record should not delay referring the disclosure to the DSL or appropriate authority.
- 12.3 These notes are kept confidentially, on CPOMS, with any relevant documents attached and actions recorded. In the same way, records must be kept of any pupil who is being monitored for child protection reasons.

13. Attendance at Child Protection and Safeguarding Meetings

- 13.1 It is the responsibility of the DSL to ensure that the school is represented and a report is submitted to any Child Protection Conference or Team Around the Child or My Family Plan meeting, called for children on their school roll or previously known to them. If the DSL is unable to attend, it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns.
- 13.2 Schools will be part of core groups for children subject to child protection plans. Core groups meet regularly to review and update child protection plans; the DSL will ensure that the school is represented at these meetings and that records of the meetings are kept. When a child is made subject to a child protection plan, it is the DSL's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a child protection plan.
- 13.3 The school will engage with CAAS, Child Protection Conferences, Core Group Meetings and Team Around the Child and My Family Plan meetings, as appropriate. If the DSL is unable to represent the school, the Deputy DSL or, in the absence of either of the above, the most senior member of staff will be asked to represent the school.

14. Pupils at Risk

- 14.1 The school recognises the importance of identifying vulnerable pupils that may be at risk of abuse (*Categories of Abuse, see Appendices 1 and 2*), or children that may have additional support needs. We recognise that a pupil may be classed as vulnerable for a variety of reasons and this may not be permanent.
- 14.2 This school recognises the following as vulnerable groups (although not exclusively):
- Children with Special Educational Needs

- Children with emotional/behavioural/attachment disorders
- Children known to the YOT team
- Children attending alternative education provision
- Children with caring responsibilities or classified as a young carer
- Looked after children and those subject to private fostering arrangements
- Children absent from school/low attendance
- Children dealing with issues around domestic abuse
- Children from Gypsy, Roma, Traveller communities
- Children experiencing bereavement
- Children in receipt of FSM or PPG
- Children at risk from neglect; physical; sexual and emotional abuse
- Disabled children
- Children at risk of exclusion
- Children at risk from bullying, including online bullying and prejudice-based
- Bullying
- Children at risk of child-on-child abuse
- Children at risk from the impact of new technologies on sexual behaviour, for example sexting
- Girls at risk of female genital mutilation
- Children at risk of being drawn into terrorism and radicalisation
- Children at risk of exploitation, sexual exploitation and trafficking
- Children at risk of honour-based violence or forced marriage
- Children affected by substance misuse (drugs, alcohol)
- Children affected by mental health issues
- Children affected by faith abuse
- Children affected by gender-based violence or violence against women and girls
- Children affected by fabricated or induced illness
- Children affected by issues around bullying
- Children affected by crime
- Children affected by gang activity
- Children affected by gender reassignment/lesbian, gay, bisexual and transgender (LGBT) abuse
- Children from BAME communities
- Children in residential settings, such as boarding
- Children who are LGBTQ+. These children can be targeted by other children. It is vital that school has a safe space for these children to speak out and share their concerns with staff.

14.3 As a school, we recognise both victims and perpetrators of abuse are both vulnerable children and will support them through:

- 14.3.1 Considering the age and the developmental stage of the victims and perpetrators, the nature of the allegations and the potential risk of further abuse; consider the needs and wishes of the victim
- 14.3.2 Listening to the victim, making sure that she/he is acknowledged. It is important they feel in as much control of the process and that they will never be made to feel that they are the problem for making a report or made to feel ashamed for speaking up
- 14.3.3 The curriculum to encourage self-esteem and self-motivation
- 14.3.4 The school ethos which promotes a positive, supportive and secure environment, and which gives all pupils and adults a sense of being respected and valued
- 14.3.5 The implementation of the school's behaviour management policies
- 14.3.6 A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but they are valued
- 14.3.7 Regular liaison with other professionals and agencies that support the pupils and their families
- 14.3.8 A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so

- 14.3.9 The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- 14.3.10 Recognition that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse, so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse
- 14.3.11 Recognition that in a chaotic home environment where there is drug or alcohol abuse, children will be vulnerable and in need of protection and support.
- 14.3.12 Continuing to provide the alleged perpetrator with an education, safeguarding support as appropriate and implementing any appropriate disciplinary sanctions.
- 14.3.13 Understanding that an alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children.

14.4 The school has signed up to Operation Encompass in order to support pupils from families at risk of domestic abuse with Thames Valley Police who will inform the school of domestic incidents within the child's home.

14.5 The school recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school, their behaviour may still be challenging and defiant or they may be withdrawn.

14.6 Recognising the vulnerability of part time pupils, the school will inform the local authority if they put pupils on a part-time timetable including where they have agreed to flexi schooling.

14.7 Serious Violence

All staff should be aware of indicators which may signal that children are at risk from, or are involved in serious crime and understand the measures in place to manage these.

14.8 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE and RSE (Relationships Sex Education), the policy for the management of pupils' behaviour (including our policies on physical intervention and anti-bullying) and our Health and Safety Policy.

15. Mental Health

15.1 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

15.2 Staff should be aware of the need to highlight children whom they believe are at risk. Staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by adding an incident on CPOMS or speaking to the DSL or any of the DSL's. St Andrew's also has a Mental Health Lead (see Key Contacts at the beginning of this policy).

15.3 Weekly staff meetings highlight any potential issues with mental health and staff are aware of the potential links between mental health problems and a child suffering from abuse, neglect or exploitation. Form Tutors know to speak to their Head of Year or DSL about any mental health concerns. There are several trained ELSAs and two counsellors connected to the school, who can offer weekly professional guidance to support children and their families who may need it.

16. Child-on-Child Abuse

16.1 Child-on-Child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child-on-child abuse is under the age of 18.

16.2 **ALL** staff should be clear on the school's policy and procedure with regard to child-on-child abuse.

16.3 All staff should be aware that children can abuse other children and that it can happen both inside and outside of school and online. All reports of child-on-child abuse will be taken seriously and acted upon in line with the behaviour policy. All staff should understand, that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputies). Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

16.4 Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence. Staff and pupils should understand that such conduct carries the possibility of a criminal conviction (up to 2 years) and that any instances should be reported to the DSL or relevant authorities;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

For further information about sexual violence and sexual harassment see Keeping Children Safe in Education 2023 Annex B

All staff should be clear as to St Andrew’s policy and procedures with regards to child-on-child abuse, and the dedicated NSPCC helpline a helpline to support victims of sexual harassment and abuse in education settings.
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17. Child-on-Child Sexual Violence and Harassment

17.1 Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

17.2 Part 5 of KCSIE 2023 provides detailed information on what constitutes sexual violence and harassment and how schools should respond.

17.3 St Andrew’s response to child-on-child sexual violence and harassment

As outlined in our behaviour policy, there is a zero tolerance to sexual harassment and sexual violence. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Decisions will be made on a case-by-case basis, with the DSL taking the lead. The following provides a strong framework around which the DSL and the DDSL team will operate.

- All victims will be reassured that they are being taken seriously and will be kept safe.
- No pupil should ever be made to feel ashamed for making a disclosure/report.
- Staff should not promise confidentiality to the pupil at the disclosure stage
- The staff member will write up a thorough summary of the report/disclosure – only recording the facts as presented. This will include the time and location of the incident.
- The staff member should inform the DSL or DDSL as soon as practically possible.

Risk Assessment:

- The DSL will carry out an immediate risk assessment (RA), considering the safety and support for the victim, the alleged perpetrator and all other children at the school.
- The RA should be considered a live document.
- The DSL will engage with our external agencies (e.g. the police) as required.

Action following the report/disclosure, the DSL will consider:

- The victim's views on how the investigation should be progressed
- The nature of the alleged incident
- The ages of the children involved
- Any power imbalance between the children
- If the incident is a one-off or a sustained pattern
- If there are ongoing risks to the victim or other children
- If there are other related issues and wider context (contextual safeguarding)
- The proximity between perpetrator and victim, during the fact-finding stage
- Any actions required to make the location safer

Further considerations:

- The DSL may manage the incident internally through utilising behaviour and bullying policies.
- The DSL may decide that the child or children may benefit from early help, particularly in the case of non-violent harmful sexual behaviour. Full details of early help can be found in Chapter 1 of Working Together to Safeguard Children 2018
- Where a child has been harmed, is at risk of harm or in imminent danger, the school may make a referral to children's social care and follow subsequent advice/guidelines. This will involve reporting to the police. Any delays in the criminal process, bail conditions and the conclusion of the criminal process will all need attention and management
- It is important to understand intra-familial harms and identify and necessary support for siblings following incidents of sexual violence and sexual harassment

Ongoing response:

- Long term support should be in place for the victim. There are many providers of support, including CAHMS, Rape Crisis and Survivors Trust. The victim may choose to have a designated trusted adult at school (eg. DSL, tutor)
- Protect the victim from any subsequent bullying or harassment
- The transfer of information should the victim move to a new school
- Long term support for the perpetrator (including the transfer of information to a new school)

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection policy and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting) If a pupil makes an allegation of abuse against another pupil
- Staff must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all the children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Notifying parents

- Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure
- Other staff will only talk to parents about any such concerns following consultation with the DSL
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved

17.4 The Department for Education (DfE) has announced a helpline to support potential victims of sexual harassment and abuse in education settings. The Dedicated NSPCC helpline number is **0800 136 663**. The helpline will also provide support to parents and professionals. Run by the NSPCC, the helpline provides children and adults who are victims of sexual abuse in schools with support and advice including how to contact the police and report crimes.

18. Nudes and semi-nudes

18.1 The sharing of nudes and semi-nude imagery/videos (sexting) can be viewed as a form of sexual harassment and is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year

olds with or by adults. This is a form of child sexual abuse and must be referred to the police. Further information can be found in the UKCIS document.

What to do if an incident involving ‘nudes and semi-nudes’ comes to your attention

- Report it to the Designated Safeguarding Lead (DSL) immediately
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL
- Do not delete the imagery or ask the young person to delete it
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident with other members of staff
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL

19. Online Safety

19.1 This school believes that the use of information and communication technologies brings great benefits. We recognise that there are online safety issues that need to be planned for which will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in receiving regular updates in online safety, as well as recognising and reporting concerns. The DSL has ultimate responsibility for keeping children safe online at St Andrew’s. This school will ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness (see below). All members of staff are trained in/receive regular updates in online safety and recognising and reporting concerns and are aware of their role in the filtering and monitoring process.

19.2 Children may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, they may find themselves involved in activities which are inappropriate or possibly illegal. The school, therefore, recognises its responsibility to educate pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. Children are taught to recognise when they are at risk and how to get help if they need it. Much of this education is delivered through PSHE, ICT, assemblies, speakers and Form Tutors; however, all staff know that it is a collective responsibility to reinforce messages wherever possible.

19.3 There is an ICT Acceptable Use policy for staff, parents and children and the children who have their own devices (all in Year 7 and Year 8 and some other pupils lower down the school), sign the Surface Pro Acceptable Use Agreement. There is also information in study diaries for children in Years 5-8.

19.4 It is important that ALL staff and volunteers are alert to the potential risks children may be exposed to, and steps can be taken to mitigate the risk of this occurring, with specific reference to:

- **Content:** e.g. being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** e.g. being subjected to harmful online interaction with other users; for example: child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- **Conduct:** e.g. personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **Commerce:-** e.g. - risks such as online gambling, inappropriate advertising, phishing and or financial scams

Staff with concerns over children’s use of ICT equipment must report their concerns, if, for example, a child is

spending too much time online, on a PC, on their own or experiencing difficulties, overly defensive, anxious or secretive about their PC usage.

KCSIE 2023 places focus on ensuring that appropriate filtering and monitoring are in place on school devices and networks (see Section 18 below)

19.5 The school has a separate e-safety policy (including online safety) for staff and students which should be considered in line with this policy.

19.6 The school will carry out annual review of our approach to online safety to reflect the risks the children face, as technology and risks and harms related to it evolve and change rapidly.

19.7 Photographs, video and electronic images of pupils and staff are classed as personal data under the GDPR. The school has a separate policy that covers the use of images in detail, and should be considered in line with this policy.

20. Filtering and Monitoring

20.1 KCSIE 2023 emphasises that, *‘governing bodies and proprietors should be doing all that they reasonably can to limit children’s exposure to the above risks from the school’s or college’s IT system’*. The DSL and the St Andrew’s Committee ensure that appropriate filters and appropriate monitoring systems are in place. However, they are careful that ‘over blocking’ does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. (Additional information to support governing boards and proprietors is provided in *Annex C, KCSIE, September 2023*).

20.2 We ensure that there are filtering and monitoring systems in place and their effectiveness is reviewed regularly.

20.3 At St Andrew’s we have the following measures in place:

- All devices have the necessary safeguarding and monitoring software installed.
- Senso is used for live device monitoring and management by staff in any lessons where devices are being used.
- Securely is used to filter and block any harmful content or inappropriate sites instantly. It is also used to enable visibility over all online activity. In the event that a child types anything into their device or tries to visit any site that is of any concern, then an alert will be sent immediately to a senior member of the pastoral team. This will include the exact search, time and thumbnail of the search. This will be followed up accordingly by the member of staff.

20.4 Roles and responsibilities have been assigned to manage filtering and monitoring, and the leadership team, and relevant staff, have awareness and understanding of the provisions in place.

20.5 Staff with concerns over children’s use of ICT equipment must report their concerns, if, for example, a child is spending too much time online, on a PC, on their own or experiencing difficulties, overly defensive, anxious or secretive about their PC usage. All staff should know how to raise or escalate any concerns. If in any doubt, then any concerns should be raised with the DSL immediately.

20.6 More information can be found in the DfE’s most recent publication of their [filtering and monitoring standards](#) (updated March 2023)

21. Extended School and Off-Site Visits

21.1 Extended school and off-site arrangements All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

- 21.2 Where extended school activities are provided by and managed by the school, our own Child Protection and Safeguarding policy and procedures apply.
- 21.3 If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.
- 21.4 Updated guidance in KCSIE 2023 includes information on responding to allegations relating to incidents occurring when an individual or organisation uses a school's premises. As with all safeguarding allegations, schools should follow their safeguarding policies and procedures, including informing the Local Authority Designated Officer (LADO). A full list of changes can be found in Annex F of the Keeping children safe in education 2023 (DfE, 2023a).
- 21.5 When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place. Details of the school's Educational Visits Policy can be found in the policy documentation folder.

22. Safer Recruitment (also see Recruitment, Selection and Disclosures policy in the policy documentation folder)

- 22.1 Keeping Children Safe in Education, September 2023 sets out clear guidance for schools which is adhered to at this school. The school will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, September 2023. The Recruitment, Selection and Disclosures Policy also contains detailed information about recruitment and selection procedures for staff and volunteers.
- 22.2 At St Andrew's the recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard and promote the welfare of children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.
- 22.3 The level of DBS certificate required, and whether a prohibition check is requisite, will depend on the role and duties for which an applicant is employed or volunteers to undertake in **the** school.
- 22.4 For most, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. Please refer to Part 3, KCSIE, September 2023 for further details relating to regulated activity.

22.5 Types of Checks

22.5.1 Disclosure and Barring Service (DBS) checks

Four types of DBS checks are referred to in this guidance:

- Basic DBS check – This provides details of convictions and conditional cautions considered to be 'unspent' under the terms of the rehabilitation of Offenders Act 1974.
- Standard - This provides information about convictions, cautions, reprimands and warnings held on the Police National Computer (PNC), regardless or not of whether they are spent under the Rehabilitation of Offenders Act 1974. The law allows for certain old and minor matters to be filtered out;
- Enhanced - This provides the same information as a standard check, plus any additional information held by the police which a chief officer reasonably believes to be relevant and considers ought to be disclosed; and
- Enhanced with barred list check: where people are working or seeking to work in regulated activity with children; this allows for additional checks to be made as to whether the person appears on the children's barred list or not.

- 22.5.2 For all other staff who have an opportunity for regular contact with children and who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred

list check, will be appropriate. Further information on contractors can be found in KCSIE paragraphs 237-248.

22.5.3 All staff working within the school who have substantial access to children have been checked as to their suitability to work with children, including verification of their identity and qualifications, satisfactory references, a satisfactory barred list check, and an enhanced DBS check and a right to work in the UK check; additional overseas checks for those who have lived or worked abroad are also completed. For teachers an additional check has been carried out to ensure they are not prohibited from teaching.

22.5.4 For those engaged in management roles (in independent schools, including academies and free schools) an additional check will be carried out to ensure they are not prohibited under Section 128 provisions. A check of any prohibition orders will be carried out using the Teacher Services System to see if there is a prohibition order which would prevent a person from carrying out teacher work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England (*see paragraph 261 of KCISE for the appropriate link*).

22.5.5 Once the DBS checks are complete, the DBS will send a certificate (the DBS certificate) to the applicant. The applicant must show the original DBS certificate to their potential employer before they take up a post or as soon as practicable afterwards.

22.6 At least one member of every recruitment and selection panel will have completed safer recruitment training.

22.7 A single central record of employment checks is held and checked termly by the DSL and Safeguarding Governor. The single central record must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- All others who work in regular contact with children in the school including volunteers, contractors and agency staff
- all members of the governing body.

22.8 Schools must not make recommendations for private tutors. If asked, they should direct parents/carers to the guidance in **appendix 8**.

22.9 Pre-appointment Checks

22.9.1 All new appointments

Any offer of appointment made to a successful candidate (including teacher trainees on salaried routes), including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools must:

- verify a candidate's identity. Identification checking guidelines can be found on the gov.uk website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then prospective employers, or volunteer managers, should follow advice on the gov.uk website;
- if the person has lived or worked outside the UK, make any further checks the school considers appropriate, including EEA teacher sanctions and restrictions;
- verify professional qualifications, as appropriate;
- for teaching staff, carry out a Teacher Services System check to ascertain award of QTS, completion of teacher induction, and whether the person has any prohibitions, sanctions or restrictions issued by the Secretary of State;
- references should be sought on all shortlisted candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee and taken up with the candidate at interview;
- for independent schools, including academies and free schools, check that a person taking up a management position is not subject to a Section 128 direction made by the Secretary of State.
- KCSIE 2023 includes recommendations for potential new staff to be subject to a digital screening process prior to interview. As part of the shortlisting process, we consider carrying out an online search as part of our due diligence on the shortlisted candidates, which candidates are informed about. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.

22.9.2 Where an enhanced DBS certificate is required, it must be obtained from the candidate before, or as soon as practicable, after the person's appointment.

There is **no requirement** to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006; or
- in an institution within the further education sector in England or in 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

22.9.3 All other pre-appointment checks must still be completed, including, where the individual is engaging in regulated activity, a barred list check. Schools **may** also choose to request an enhanced DBS certificate, should they wish to do so.

22.9.4 The DBS cannot provide barred list information on any person, including volunteers, who is not in or seeking to enter regulated activity.

22.9.5 For supply staff, contractors and fee-funded teacher trainees, schools should also include whether written confirmation was received that the employment business/teacher training provider supplying the member of supply/contractor staff/teacher trainee has carried out the relevant checks and obtained the appropriate certificates, including the appropriate level of DBS check. Where a contractor is self-employed, the school should obtain an appropriate level of DBS check on their behalf (for more information on the appropriate level of DBS check for contractors, see *Sections 134-136 of KCSE Sept 2019*).

22.9.6 Where checks are carried out on volunteers, schools should record this on the single central record.

22.9.7 If a school has concerns about an existing staff member's suitability to work with children or learners, it should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity into work that is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, in respect of existing staff the school is not required to request a DBS check or barred

list check. **If a school knows, or has reason to believe, that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity.**

22.9.8 While registered early years' providers are not required to keep a single central record, they are still required to obtain the relevant information to confirm suitability of those caring for children. The requirements are set out in the Statutory Framework for the Early Years Foundation Stage.

22.10 **Volunteers**, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

22.11 **Contractors** The school requests all contractors to sign in on arrival and will be met and escorted onsite by their relevant staff contact. DBS with barred list checks may be requested where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day. Site security Visitors to the school, including contractors, are asked to sign in and are given a visitor label, which confirms they have permission to be on site. They are also required to read and sign a summary statement which has all the contact details of the DSL, Bracknell Forest Safeguarding Board, police, etc as well as a brief summary of what to do if a child makes a disclosure to them.

22.12 **Visitors** will also be shown the safeguarding procedures as they sign in at the Office. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's Safeguarding and Health and Safety regulations.

22.12.1 To provide a clear procedure for the admittance of external visitors to the school which is understood by all staff, members of the committee, visitors and parents/carers. The policy exists to provide clear procedures and conform to child protection guidelines and prevent unsuitable people from working with or accessing children and young persons in the school setting.

22.12.2 We all have responsibility for the safety and well-being of all of our pupils anywhere on the school site, during normal school hours, during after school activities and on school organised (and supervised) offsite activities. The policy applies to:

- All teaching and non-teaching staff employed by the school
- All external visitors entering the school site either during the school day or for after school activities (including peripatetic tutors, sports coaches etc)
- Committee members
- Parents/carers
- Volunteers
- Pupils
- Local Authority Staff
- Building & Maintenance Contractors

23. Teacher Prohibition Orders

23.1 Teacher prohibition orders, and Interim prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. Advice about how to refer allegations of misconduct to the TRA for consideration can be obtained from the Teacher misconduct section of the GOV.UK website.

23.2 Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by Teaching Regulation Agency (TRA). Pending such consideration, the Secretary of State may issue an interim prohibition order if it is considered to be in the public interest to do so. The TRA's role in making prohibition orders and the process used to impose them are described in more detail in its publication [Teacher Misconduct: the prohibition of teachers.](#)

23.3 Section 128 Direction

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited, is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities. A section 128 direction disqualifies a person from holding or continuing to hold office as a governor of a maintained school. A check for a section 128 direction can be carried out using the [Teacher status checks information for employers](#). Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

24 Professional Boundaries for Staff and Code of Conduct

24.1 Code of Conduct

- 24.1.1 All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our staff Code of Conduct policy and Conduct, Safer Practice and Restraint. They should ensure positive behaviour is promoted consistently. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them. Staff should always avoid behaviour which might be misunderstood or misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable children and young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 24.1.2 Each new member of staff and volunteer will be provided with a full induction on safeguarding, in addition to the training requirements set out in Section 10. A copy of 'Guidance for Safer Working Practice for Adults Who Work with Children and Young People' will be available for all staff and volunteers to read. All staff are required to read the latest version of Part 1 of Keeping Children Safe in Education.
- 24.1.3 Staff members and volunteers are required to read and adhere to the school's code of conduct, which is in Part 1 of the Staff Handbook. This is a separate handbook and should be considered alongside this policy.
- 24.1.4 Online behaviours and use of social media by staff is managed in a separate policy and should be viewed in connection with the school's code of conduct as well as this policy.
- 24.1.5 All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Further non-statutory guidance can be found at: [Cyberbullying: advice for headteachers and school staff](#)
- 24.1.6 The usage of all electronic provisions, including online storage, set up by the school are monitored. All access rights are terminated upon the cessation of the relevant employment contract.

25 Whistleblowing

- 25.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 25.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and with whom to share them. This is detailed in our Whistleblowing Policy, which can be found Part 2 of the Staff Handbook.

- 25.3 Whistleblowing concerns about the Head Master should be raised with the Chair of the St Andrew's Committee.
- 25.4 Where a staff member feels unable to raise an issue with their employer or feel their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
- 25.5 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. **Staff can call 0800 0280285 (the line is available from 8.00am to 8.00pm, Monday to Friday) and email help@nspcc.org.uk.**

26 Domestic Abuse

- 26.1 The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:
- physical or sexual abuse;
 - violent or threatening behaviour;
 - controlling or coercive behaviour;
 - economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
 - psychological, emotional or other abuse.
- 26.2 People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.
- 26.3 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. 25.4 Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn.
- 26.4 The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.
- 26.5 The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted> Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.
- 26.6 Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.
- 26.7 **Operation Encompass** operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police (in our case, Thames Valley Police) are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate). **St Andrew's is part of Operation Encompass.** The DSL has undertaken the appropriate training and is the point of contact.

27 Radicalisation and Extremism

- 27.1 **Extremism** refers to the Government's Prevent Strategy which defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces."
- 27.2 The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 27.3 The school seeks to protect children and young people against the messages of all violent extremism and are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- 27.4 Staff will be made aware at safeguarding training of the characteristics of children and within families that may indicate radicalisation, or warning indicators of those who may be vulnerable to radicalisation.
- 27.5 Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the school's child protection and safeguarding procedures, as outlined in 7.2. (Further information on the 'Prevent Duty' and school's responsibilities, including the new Referral Pathway can be found in *Appendix 3*).

Preventing Radicalisation

- 27.6 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.
- 27.7 **Prevent** is part of the UK's Counter-Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. "Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools, colleges and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism" (HM Government, 2015). The Prevent Strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. The |School has a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.
- 27.8 All staff undertake Prevent training as part of induction.
- 27.9 As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

28 Preventative Education

- 28.1 The School has many opportunities to teach safeguarding, particularly under our PSHE & RSE curriculum (see separate policy), where we help prepare students for life in modern Britain. Preventative education is

most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment etc... These will be underpinned by our behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

28.2 Teachers have access to **Educate Against Hate**, where signs of radicalisation are shared, which are intended to help teachers inform themselves how to spot a pupil who may be becoming radicalised.

28.3 All schools and colleges are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015 ('the CTSA 2015'), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". For full details, please refer to the Prevent Duty.

28.4 Revised Prevent duty guidance for England and Wales is specifically concerned with schools (but also covers childcare). This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under Section 29 of the CTSA 2015. Paragraphs 57-76 of The Statutory [Revised Prevent duty guidance for England and Wales](#) are specifically concerned with schools (but also cover childcare). Please refer to this document for further guidance on the following four general themes: See appendix 3 for the Prevent Referral Pathway.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Schools should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures, unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

29 Low Level Concern Policy

29.1 Introduction

The safety and wellbeing of children at St Andrew's is dependent on the vigilance of all our staff and their prompt communication to the Head Master of any concerns, no matter how small, about any conduct by an adult which causes you to question that adult's suitability to work with, or have access to, children. All references in this section to "adult" should be interpreted as meaning any adult working in the school who provides education for children under 18 years, including supply teachers, volunteers and contractors.

The prompt and appropriate handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

29.2 Code of Conduct

All staff must behave responsibly and professionally in all dealings with children. All staff must follow the procedures set out in our Conduct, Safer Practice and Restraint policy, as well as Code of Conduct in Part 1 of the Staff Handbook.

29.3 Our Low-Level Concern Policy

This policy aims to encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our School.

In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about behaviours expected of them and their colleagues, the delineation of boundaries and reporting lines;
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and Safeguarding and Child Protection Policy; and
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

29.4 Defining a Low-Level Concern

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns can arise in several ways from various sources, e.g. niggles or concerns, a complaint or a disclosure. For what has been deemed as “low level” concerns, staff must be made aware that this does not mean in any way that they are insignificant.

Some examples of these, which are aligned to having acted in a manner inconsistent with the school's Code of Conduct policy, including inappropriate conduct outside of work, may include (but are not restricted to):

- Favouritism
- Unnecessary physical contact
- Respecting personal boundaries
- Inappropriate use of personal technology
- Engaging in a one-to-one basis with a child in a secluded area without good reason
- Using inappropriate or intimidating/offensive language or humiliating pupils
- Over familiarity with children

If a member of staff has concerns or unease about the behaviour of a colleague, they should report this to the Head Master as soon as possible, and within 24 hours. The school has a neutral notification form to help staff report Low Level Concerns.

Any low-level concerns from staff will always be treated seriously and recorded by the Head Master, who will also keep a record of these.

If these concerns are seen to meet a threshold of harm (i.e. behaviour that has harmed or may have harmed a child) then the LADO will be contacted and action will be taken from that point onwards (see section 21). Low level concerns must also be voiced as they themselves may require further investigation or indeed point towards a pattern of behaviour which indicates a more major issue of safeguarding concern.

29.5 Low-Level Concerns about self (self-reporting)

From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such, the school sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour. The school has a neutral notification form to help staff self-report.

29.6 Responding to Low Level Concerns

The Head Master will, in the first instance, satisfy him/herself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure (see section 21). The circumstances in which a low-level concern might be reclassified as an allegation are where:

- a) the threshold is met for an allegation;
- b) there is a pattern of low-level concerns which collectively amount to an allegation; or
- c) there is other information which when taken into account leads to an allegation.

Where the Head Master is in any doubt whatsoever, advice will be sought from the LADO.

Having established that the concern is low-level, the Head Master as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

In dealing with a low-level concern with a member of staff, this will be approached in a sensitive and proportionate way. In many cases, a low-level concern will simply require a conversation with the individual about whom the concern has been raised. Any conversation with a member of staff following a concern will include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment may be required. Some concerns may trigger the school's disciplinary, competency, grievance or whistleblowing procedures, which will be followed where appropriate.

Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc...

29.7 Recording Low Level Concerns

Where a low-level concern has been communicated, a confidential record will be kept in a central record which logs all low-level concerns (see Appendix 9 for an example of a low-level concern reporting form).

The record should include:

- details of the concern
- the context in which the concern arose
- action taken

The name of the individual sharing their concerns should also be noted, but if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Where the low-level concern is provided verbally, the Head Master should make an appropriate record of the conversation, either at the time or immediately following the discussion, paying heed to the details above. Records will be signed and dated. Records will remain confidential in accordance with the school's Data Protection policies.

Clear records are necessary to enable any patterns of concerning behaviour to be identified. Low Level Concerns will be monitored by the SLT and Governors to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified.

However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:

- a) the concern (or group of concerns) has been reclassified as an allegation as above; or
- b) the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

30 Boarding Schools

- Boarding schools have additional factors to consider with regards to safeguarding; St Andrew's offers flexi-boarding, so is aware of these responsibilities.
- The school has an additional duty to safeguard children who board and observes the requirements of the National Minimum Standards for Boarding Schools. It provides regular INSET for boarding staff, which covers pastoral and safeguarding training.
- All boarding staff should be aware of the following points:
 - Staff should maintain professional standards of behaviour and appropriate boundaries at all times in relationships between themselves and the pupils, and themselves and the parents
 - Relationships between residential boarding staff and pupils are key to a happy and successful boarding experience for pupils, but teachers must be aware of the guidelines set out in the Code of Conduct at all times, within the boarding environment
 - Boarding staff should be aware of the heightened potential risk for abuse of children in the boarding environment; they should be alert to inappropriate pupil relationships and the potential for child-on-child abuse.
 - Boarders know that they have a range of people who they can talk to if they are concerned about something, including an independent listener
 - The procedure for reporting concerns for staff is the same as for non-boarding pupils

31 Looked After Children

31.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body should ensure that staff have the skills, knowledge and understanding necessary to keep looked-after children safe.

31.2 The school should also ensure that appropriate staff have the information they need in relation to a child's looked-after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

31.3 Appointment of Designated Teacher for Children who are Looked After (LAC)

At St Andrew's the Designated Teacher is the DSL, who is responsible for promoting the educational achievement of children who are looked after. They should have had appropriate training.

32 Female Genital Mutilation

32.1 FGM is a criminal offence. It is child abuse and a form of violence against women and girls. Therefore, there is a mandatory duty on teachers and those who work in other educational establishments, as well as regulated health and social care professionals to report a disclosure or their concerns about the risk of FGM without delay, as part of their wider safeguarding duty of care.

32.2 FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act and can cause physical and psychological harm in many ways.

32.3 The age at which FGM is carried out varies greatly; for example, shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy. *see also appendix 3

32.4 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

32.5 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

32.6 Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out (*FGM Fact Sheet*). Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's DSL and involve Children's Social Care, as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). Further details can be found in *Annex A, KCSIE, September 2022*.

33 Forced Marriage

33.1 Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

33.2 The Forced Marriage Unit has published [multi-agency guidelines](#), which also focuses on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information (020 780080151 or email fmufco.gov.uk).

34 Child Sexual Exploitation

34.1 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in their emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

35 Honour Based Violence

35.1 So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation), and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

35.2 There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the multi-agency statutory guidance on female genital mutilation (FGM), [Multi-Agency Statutory Guidance on FGM](#) (*pages 59-61 focus on the role of schools and colleges*), and *pages 13-14* of the [Multi-agency Guidelines: Handling Cases of Forced Marriage](#).

Actions

35.3 If staff have a concern regarding a child who might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31st October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

36 Serious Violence

Children can be at risk from or be involved with serious violent crime. There are a number of risk factors which increase the likelihood of involvement in serious violence or at risk. These may include being male, increased absence from school, a change in friendships or relationships with older individuals or groups, having experienced child maltreatment, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. The Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines](#) guidance provides more detailed information.

37 Children Absent from Education (also see our Attendance Policy)

- 37.1 All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.
- 37.2 A child going missing from education, or absent from education for prolonged periods is a potential indicator of abuse or neglect. School staff should follow their own procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.
- 37.3 Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, or are persistently absent, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, female genital mutilation and forced marriage.

Schools and their responsibilities

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent that they are being educated outside the school system (e.g. home education);
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the six grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

More information, with links to guidance, can be found in KCSIE 2023, paragraph 175

38 Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration;
- Children with SEND and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

39 Inspections

- 39.1 Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.
- 39.2 The Independent Schools Inspectorate will report on safeguarding arrangements and have published frameworks which inform how they inspect the independent schools that are not inspected by Ofsted. (www.isi.net).

Appendix 1

Types of Abuse

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults, or another child or children.

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child being placed on the Child Protection Register:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Domestic abuse (related to any or all of the above)

Physical Abuse

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising, scalding, drowning, suffocating or otherwise causing physical harm to a child;
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- It may involve seeing or hearing the ill-treatment of another
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger (e.g. witnessing domestic violence, which is a specific safeguarding issue, or the exploitation or corruption of children).

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example, rape or oral sex) or no penetrative acts (such as masturbation, kissing, rubbing and touching outside of clothing)
- Non-contact activities (such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse), including via the internet
- Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Meet or respond to basic emotional needs
 - Ensure adequate supervision, including the use of adequate caregivers
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse

Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others."

The above reflects the general increased awareness of the wider impact of domestic abuse, and comes at a time following the pandemic when, according to the Office for National Statistics, domestic abuse victim services saw an increase in demand.

Appendix 2

Recognising Abuse and Neglect

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

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

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members (e.g. siblings or others outside the home)
- Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups).

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

Indicators of Physical Abuse

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non-medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Bruising, biting, burns, scalds, scars
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Indicators of Emotional Abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse
- The indicators of emotional abuse are often also associated with other forms of abuse
- Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators

Parent / Carer and Child Relationship Factors

- Abnormal attachment between a child and parent/carer (e.g. anxious, insecure or avoidant, indiscriminate or no attachment)
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person (e.g. persistent negative comments about the child or ‘scapegoating’ within the family)
- Developmentally inappropriate or inconsistent expectations of the child which are outside what would be considered reasonable and acceptable cultural/legal norms (e.g. over-protection, limited exploration and learning, interactions beyond the child’s developmental capability, prevention of normal social interaction)
- Causing children to feel frightened or in danger (e.g. witnessing domestic violence, seeing or hearing the ill treatment of another)

Child Presentation Concerns

- Behavioural problems (e.g. aggression, attention seeking, hyperactivity, poor attention)
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Parent/Carer-Related Issues

- Dysfunctional family relationships including domestic violence
- Parental problems that may lead to lack of awareness of a child’s needs (e.g. mental illness, substance misuse, learning difficulties)
- Parent or carer emotionally or psychologically distant from a child

Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made
- This form of abuse is particularly difficult for a child to talk about; full account should be taken of cultural sensitivities of an individual child / family
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed and the suspected abuse referred to Children’s Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural.

Behavioural Indicators

Behavioural indicators of sexual abuse may include:

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

Physical Indicators

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy

Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting (e.g. neglect of the child's physical needs, possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers).

Child-Related Indicators

- Non-organic failure to thrive/faltering growth
- Delay in achieving developmental, cognitive and/or other educational milestones
- A child who is unkempt or inadequately clothed, dirty or smells
- A child who is perceived to be frequently hungry, possibly scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness
- Failure of a child to grow or develop within the normal expected pattern, with accompanying weight loss or speech language delay
- Recurrent / untreated infections or skin conditions (e.g. severe nappy rash, eczema or persistent headlice/scabies)
- Unmanaged / untreated health or medical conditions, including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance
- Poor self-esteem
- Child thrives away from home environment

Indicators in the Care Provided

- Failure by parents or carers to meet the basic essential needs (e.g. adequate food, clothes, warmth, hygiene)
- Failure by parents or carers to meet the child's health and medical needs (e.g. poor dental health; failure to attend or keep appointments with the health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy)
- A dangerous or hazardous home environment, including failure to use home safety equipment and a risk from animals
- Poor state of home environment (e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation, including passive smoking, and lack of adequate heating)
- Lack of opportunities for a child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive period

• Appendix 3 Prevent Referral Pathway

PREVENT REFERRAL PATHWAY

WEST BERKSHIRE



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

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

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

Useful Links and Resources:

Let’s Talk About It – working together to prevent terrorism (<https://www.ital.info>)

Educate Against Hate – (<https://educateagainsthate.com>)

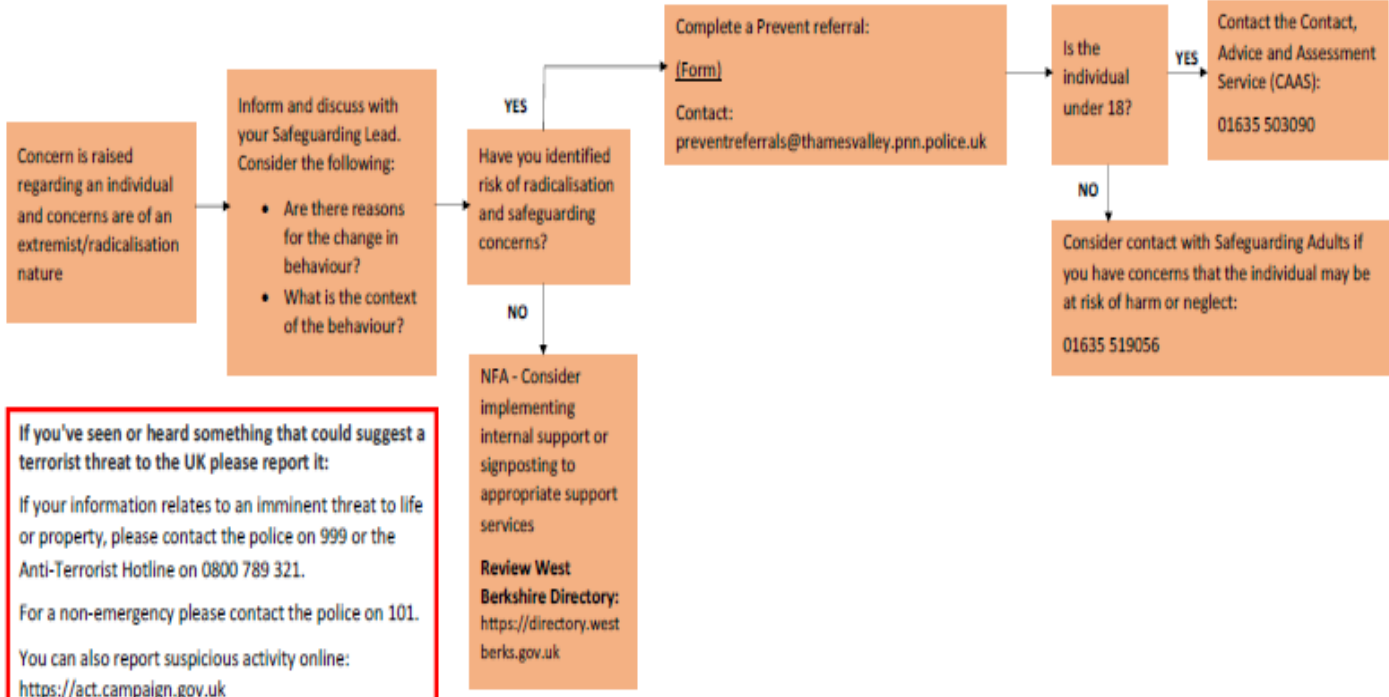
Counter Terrorism Policing – (<https://www.counterterrorism.police.uk>)

Training:

Prevent Awareness (free) - <https://www.elearning.prevent.homeoffice.gov.uk>

Channel Awareness (free) - <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Prevent Referrals (free) - <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>



If you’ve seen or heard something that could suggest a terrorist threat to the UK please report it:

If your information relates to an imminent threat to life or property, please contact the police on 999 or the Anti-Terrorist Hotline on 0800 789 321.

For a non-emergency please contact the police on 101.

You can also report suspicious activity online: <https://act.campaign.gov.uk>

Referral may then be made to Channel if deemed necessary;

Channel is an early intervention scheme that supports people who are at the risk of radicalisation and provides practical support tailored to individual needs. It is a multi-agency approach which allows the individual to gain support from a variety of different services.

Preferred referral pathway

Email your concern to:
prevent@thamesvalley.pnn.police.uk

Contact your Local Authority Lead

Susan Powell - 07881 856 801
Susan.powell@westberks.gov.uk

For assistance with the Channel Process:

Lily Hattingh - 07779 311 595
Lily.Hattingh@thamesvalley.pnn.police.uk.

Additional Information

All referrals to Thames Valley Police are made and managed in confidence.

You can contact Thames Valley Police via the 101 non emergency number.

999 calls should only be made in an emergency when there is an urgent case only; this means direct threat to the protection of life and property.

You can contact your local police neighbourhood team via the Thames Valley Police website:

www.thamesvalley.police.uk

You can report your concerns via:

Anti Terrorist Hotline - **0800 789 321**

www.gov.uk/report-suspicious-activity-to-mi5

www.gov.uk/report-terrorism

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at [Channel guidance](#) and an e-learning channel awareness programme for staff is available at [Channel General Awareness](#).

Alternative Referral Pathways:

All referrals to the police are made and managed in confidence; however, some individuals may wish to make a referral indirectly to the police and below are other available referral pathways.

To the generic Prevent email box:

Email concerns to prevent@thamesvalley.pnn.police.uk

This information will then be passed to the best person to deal with the information

To your Local Police Neighbourhood Team:

Contact your local police neighbourhood team; they will be able to help you deal with a referral and give you the right support needed.

To your local Police Schools Liaison Officer (Secondary/ Academy schools):

Each school has a Schools Liaison Officer; these individuals are also able to help support any referrals or concerns you may have.

Multi-Agency Safeguarding Hub (MASH):

The aim of the MASH is to improve the way agencies work together to protect vulnerable persons (children and adults) from harm, neglect and abuse. This hub combines individuals from the police, health and social care (soon to include education and housing) and mental health. This multi-agency hub will assess referrals and link in, as appropriate, with Prevent to provide support.

Other Pathways to Consider:

101

This is the non-emergency phone line to the police

999

999 calls should only be made in an emergency when there is an urgent case only; this means direct threat to the protection of life and property

0800 789321

Anti-Terrorist Hotline

www.gov.uk/report-suspicious-activity-to-mi5

Report online terrorism:

www.gov.uk/report-terrorism

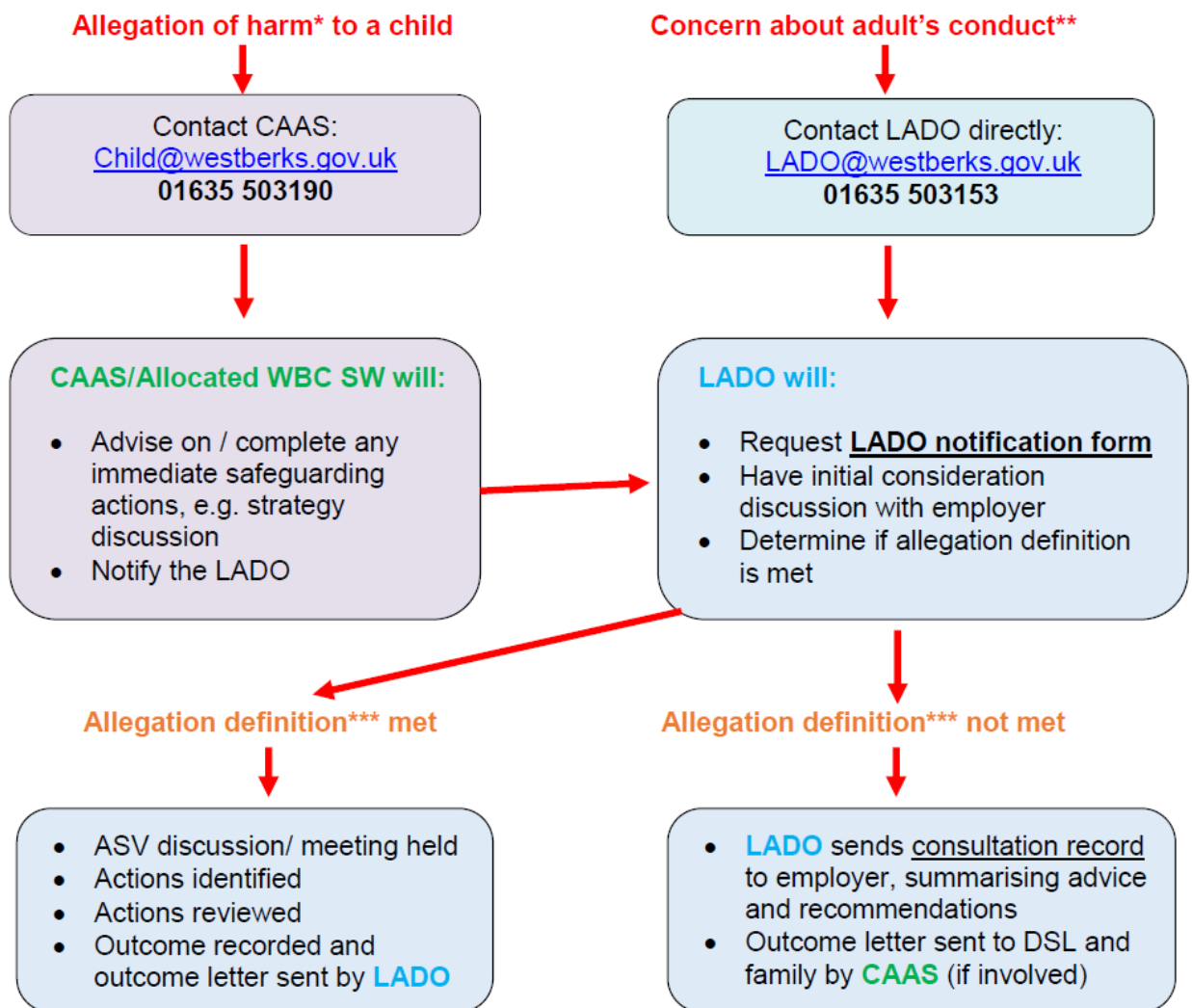
British Values

All maintained schools must meet the requirements set out in Section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with a school's duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. To find guidance on British values within schools visit: [**https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc**](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc).

Appendix 4 LADO referral process



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



Out of hours allegations/concerns:

Contact Emergency Duty Service (EDS) – 01344 786 543

Appendix 5

Role of the Designated Safeguarding Lead (“DSL”) (Keeping Children Safe in Education, 2023)

The St Andrew’s Committee should ensure an appropriate **senior member** of staff, from the **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder’s job description. The designated safeguarding lead should have the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy Safeguarding Leads (“Deputy”)

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage Referrals

The DSL is expected to:

- refer cases of suspected abuse to the local authority children’s social care, as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern, as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service, as required; and
- refer cases where a crime may have been committed to the police, as required.

Work with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with safeguarding partners
- liaise with the Head Master to inform him of issues, especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations; this should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019. PACE Code C 2019 details the role a person undertakes when acting as the "appropriate adult" (usually a parent, guardian or social worker) while a student is being questioned or detained by the police. It includes an expectation that the appropriate adult will "support, advise and assist" the young person, and also "observe whether the police are acting properly and fairly to respect [the young person's] rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not".
- as required, liaise with the ‘case manager’ (as per Part 4) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), or the named person with oversight for SEND and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health 166
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

- work with the Head Master and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college¹⁵⁴. This includes ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements¹⁵⁵
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers¹⁵⁶
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff

- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the St Andrew's Committee regarding this.
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership.

Providing Support to Staff

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

This includes specifically to:

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

Understanding the Views of Children

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

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

Holding and sharing information

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

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

Child Protection File

Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives.

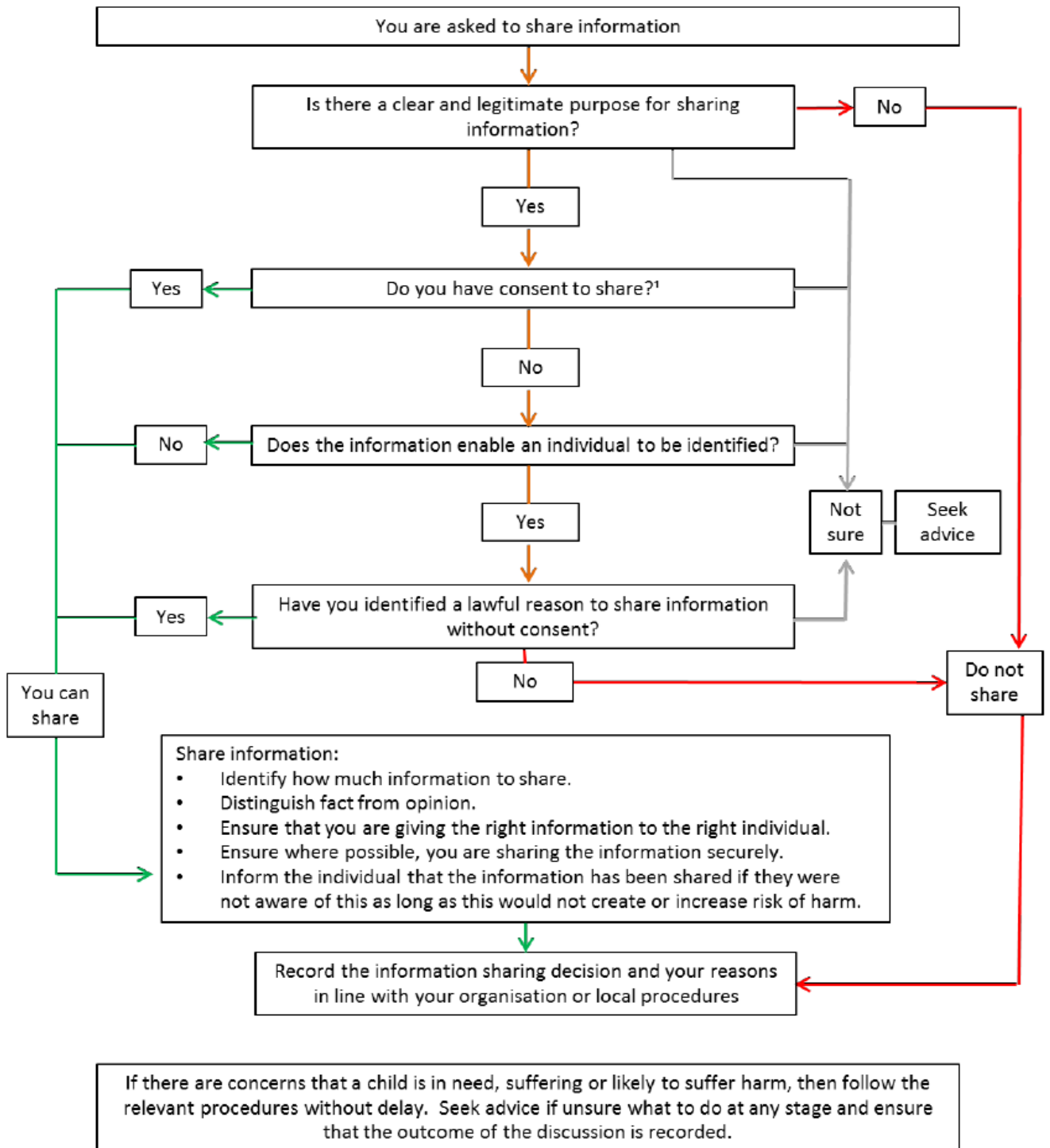
Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix 6 – West Berkshire’s Information Sharing Flowchart

Flowchart of when and how to share information



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

Appendix 7

Links to Government Guidance Documents

National and Local Government Guidance can be found by entering the headings below into your usual search engine

The Government Website www.gov.uk provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:-

- **Keeping Children Safe in Education – Sept 2023**
 - [Keeping children safe in education](#)
 - [Keeping Children Safe in Education part 1](#)
- **Working Together to Safeguard Children - July 2018**
 - [Working together to safeguard children](#)
- **What to do if you're worried a child is being abused**
 - [What to do if you're worried a child is being abused](#)
- **The Common Inspection Framework**
 - [The Common Inspection framework](#)
- **Safeguarding children and young people and young vulnerable adults**
 - [Ofsted safeguarding policy](#)
- **Section 11 of the Children Act 2004**
 - [The Children Act 2004](#)
- **Section 175 of The Education Act 2011**
 - [The Education Act 2011](#)
- **Prevent training Catalogue**
 - [Prevent Training Catalogue](#)
- **Education and Training (Welfare of Children) Act 2021**
 - [Education and Training \(Welfare of Children\) Act 2021](#)
- **Children Absent from Education**
 - [Children missing education: statutory guidance for local authorities](#)
 - [Missing children and adults strategy](#)
 - [Working together to improve school attendance](#)
- **Criminal Exploitation**
 - [Criminal Exploitation of Children and Vulnerable Adults](#)
- **Serious Violence**
 - [Preventing youth violence and gang involvement](#)
- **Schools transgender guidance**
 - <http://www.westberkseducation.co.uk/Article/53523>
- **GDPR**
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf
- **NSPCC helpline to support victims of sexual harassment and abuse in education settings 0800 136 663**

Appendix 8 Low-Level Reporting Form

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

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

The form below is an example of how this might be done. Alternatively, they might email the Head Master, or go and see him in person.

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

Details of concern

Name of reporting staff member:	Description of Role:
Name of adult of concern:	Description of Role:
Detail:	

Signed:	Time and Date:
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This record will be held securely in accordance with St Andrew’s low-level concerns policy. Please note that low-level concerns will be treated in confidence as far as possible, but St Andrew’s may in certain circumstances be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.

Appendix 9 Related Policies

Policies can be found in the ‘Staff Handbook, Policies and Guidance’ folder on the P:drive.

Members of the St Andrew’s Committee can access other relevant School policies via the School’s intranet.

Policies in **bold** can also be found on the **website**

- **Admissions**
- **Anti-Bullying**
- **Behaviour, Discipline and Exclusion**
- Boarding Policy and Procedures
- Conduct, Safer Practice and Restraint
- **Complaints Procedure**
- **Data Protection**
- Educational Visits
- **E-Safety Policy**
- **EYFS**
- **Health & Safety**
- ICT Acceptable Use
- Missing Child
- Personal Care Policy and Procedure
- Prevent
- **PSHE and RSE**
- **Recruitment, Selection and Disclosures Policy and Procedures**
- Searching and Confiscation
- Security and Lock-up
- **SEN and Disabilities**
- Staff Behaviour and Code of Conduct
- Supervision of Pupils
- Visitors
- Whistleblowing (within Staff Handbook)

Last review date:

Jan 2024

Next review date:

Sept 2024

This will policy will be presented to the St Andrew's Committee on Wednesday 20th September

Philip Waite Chair of the St Andrew's Committee		20 st September 2023
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Editor: Head Master & Deputy Head Pastoral (DSL)