



Safeguarding Policy

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

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1. Key Contacts

Key Contact list for Safeguarding in Reading Girls' School

	Name	Telephone contact	Email
Designated Safeguarding Lead	Polly O'Donnell Leo Gilbert	01189 861336	podonnell@readinggirlsschool.net lgilbert@readinggirlsschool.net
Deputy Designated Safeguarding Leads	Juliet Sipson Debbie Hargrave	01189 861336	jsipson@readinggirlsschool.net dhargrave@readinggirlsschool.net
Safeguarding Governor	Emily Chalmers	01189 861336	emilyannechalmers@hotmail.co.uk

Key Contacts within the Local Authority

Berkshire LSCB Procedures: <http://berks.proceduresonline.com/>

	Name	Address	Telephone contact	Email
Multi-Agency Safeguarding Hub (MASH)	Duty Social worker	Civic Offices	Professionals only contact number: 01189 373641 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786543	
Access and Assessment Team	Duty Social Worker	Civic Offices	01189 373770	
Children's Action Team			01189376545	
Prevent Officer Thames Valley Police		Reading Police Station Castle Street Reading RG1 7TH	Call 101 and ask for Prevent Officer	prevent@thamesvalley.pnn.police.uk

2 Purpose

An effective whole-school safeguarding policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. 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 Local Safeguarding Children Board child protection procedures. These procedures can be found by clicking on the following link <http://berks.proceduresonline.com/>

3. Introduction

- 3.1 Reading Girls' School 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 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, Sept 2016](#)). [Keeping Children Safe in Education, Sept 2016](#)
- 3.2 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 students of the school - Working Together to Safeguard Children 2015 and Part 2 of "Keeping Children Safe in Education" September 2016 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.
- 3.3 Section 11 of the Children 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, 2015).

- 3.4 There are five main elements to this 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 students.
 - 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.
 - e) Support to students who may have been abused.
- 3.5 This policy applies to all students, staff, governors, volunteers, contractors and visitors to Reading Girls' School
- 3.6 This school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

4. Terminology

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.

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, Sept 2016).

Working Together to Safeguard Children, March 2015 states that 'safeguarding children and protecting them from harm' is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

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.

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.

Children includes everyone under the age of 18.

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

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".

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 students and staff which includes safeguarding them from the risk of being drawn into terrorism.

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. Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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.

'**Sexting**' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex, sending a nudie, picture or selfie.

5. School policy

5.1 We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps 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. 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 2015.) 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, Sept 2016).

5.2 At Reading Girls' School we therefore:

- a) Ensure we have a Designated Safeguarding Lead (DSL) for Safeguarding, Deputy Designated Safeguarding Leads (DDSL) 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, vulnerable adults and the safeguarding of all learners. Training takes place every two years. The Designated Safeguarding Lead should be able to play an effective role in pursuing concerns and protecting children. 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 Part One, KCSIE, Sept 2016.
- b) Ensure that there are safeguarding policies and procedures in place and that these are reviewed least annually to ensure children and learners are kept safe.
- c) Ensure that all staff have signed that they have read and understood at least Part One and Annexe A of 'Keeping Children Safe in Education', Sept 2016.
- d) Ensure that students know that there are adults within the school they can approach if they are worried or are in difficulty.
- e) Establish and maintain an environment where students feel safe and secure and are encouraged to talk, and are listened to. Staff respond with clear boundaries about what

is safe and acceptable and they seek to understand the triggers for children's behaviour. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

- f) Ensure all staff are able to identify children who may benefit from early help and the early help process and their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, 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 referral.
- g) Ensure positive behaviour is promoted consistently. Staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them. All incidents are reviewed, recorded and monitored and the views of the child are sought and understood.
- h) Ensure all staff are 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 are aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect. In addition, all staff are aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff are aware that behaviour linked to incidences of drug-taking, alcohol abuse, truanting and sexting put children in danger. All staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. All staff have a responsibility to take appropriate action, working with other services as needed.
- i) Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and are shared with the local authority children's social care service, MASH and/or other relevant agencies. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate. (Refer to Appendix 3 for further information on specific safeguarding issues and Annex A in KCSIE, 2016.)
- j) Ensure all staff members are aware of the systems within the school which support safeguarding and these are explained to them as part of their induction. Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse young people. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being.

- k) Ensure that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority, MASH and/or the police. If a child is in immediate danger or is at risk of harm a referral will be made to MASH and/or the police immediately. Staff will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to MASH. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff, or another type of safeguarding issue affecting children and young people, the matter should be referred to the local authority. The relevant Designated Officer needs to be informed. Where referrals are not made by the Designated Safeguarding Lead, they should be informed, as soon as possible, that a referral has been made.
- l) Ensure all concerns, discussions and decision made and the reason for those decisions are be recorded in writing. If in doubt about the recording requirements staff should discuss with the Designated Safeguarding Lead. Written records are made in a timely way and held/sent securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, without consent.
- m) Ensure 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. Staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism, Female Genital Mutilation (FGM) or that they have sought additional advice and support. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child. If in doubt, contact Children's Social Care for consultation and advice.
- n) Ensure there is 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 or child protection plan or who are looked after, 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 looked after children as 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.
- o) Ensure children who go missing receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

- p) Include in the curriculum activities and opportunities for Personal Health & Social Education (PSHE), which equip students with the skills they need to stay safe from all forms of abuse such as bullying (including cyber-bullying), sexting, peer-on-peer abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- q) Include in the curriculum, material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- r) Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- s) Ensure that the school contributes to inter-agency working in line with statutory guidance (Working Together to Safeguard Children, March, 2015). We work with social care, MASH, the police, health services, Children's Actions Teams and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans. We allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or consider whether to conduct, a section 17 assessment or a section 47 enquiry (Children Act 1989). As part of meeting a child's needs the Governing Body recognises the importance of information sharing between professionals and local agencies. Data protection fears should not be a barrier to information sharing as the safety of the child is paramount. Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- t) Ensure appropriate action is taken when children stop attending the school. This includes informing the local authority when a student is going to be deleted from the register.
- u) Ensure the school practises safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- v) Ensure all staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child. Staff recognise that children are capable of abusing their peers and the Governing Body will ensure that allegations of peer-on-peer abuse will be investigated and dealt with. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children. The Governing Body ensures that there is a procedure in place to handle allegations against teachers, the Headteacher, volunteers and other staff. Such allegations should be referred to the

Designated Officers at the local authority by the appropriate person (set out in Part 4 of KCSIE, Sept 2016).

6. Statutory Framework

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

- a) The Children Act 1989 & Section 11 of the Children 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 (March 2015) (See Appendix 1)
- f) Keeping Children Safe in Education (Sep 2016) (See Appendix 1)
- g) Inspecting safeguarding in early years, education and skills settings, 2015, Ofsted
- h) Berkshire LSCB Child Protection Procedures
<http://berks.proceduresonline.com/index.htm>
- 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) Inspecting Safeguarding in Early Years, Education and Skills Settings, Ofsted

Copies of the above can be accessed in the Safeguarding folder.

7. Roles and responsibility

- 7.1 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 section 1 of this document.
- 7.2 It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely contact with the Multi-Agency Safeguarding Hub (MASH) and the Prevent Officer at Thames Valley Police, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If the child resides out of the Reading area, it is the responsibility of the Designated Safeguarding Lead to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If, for any reason, the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Safeguarding Lead to 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.

7.3 The Designated Safeguarding Lead and the Headteacher provide an annual report for the Governing Body detailing any changes to the policy and procedures, as well as setting out the training undertaken by all staff and governors and other relevant issues. The school also completes an Annual Audit of Safeguarding.

7.4 The Designated Safeguarding Lead is responsible for addressing any barriers to effective inter-agency working and reports to the Headteacher when it has an effect on safeguarding children.

8. The responsibility of the Governing Body

8.1 Part 2 of 'Keeping Children Safe in Education' (KCSIE), Sep 2016 sets out the responsibilities of the Governing Body. The Governing Body must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

8.2 The Governing Body ensure a member of the Senior Leadership Team is designated as the Safeguarding Lead (DSL) and that there are arrangements for a Deputy Designated Lead. The governors ensure that all Safeguarding Leads and Deputies have appropriate training and that all staff have the skills, knowledge and understanding necessary to keep all children including safe.

8.3 The Governing Body is responsible for nominating a governor to take the lead in overseeing Safeguarding and Child Protection. This governor is known as the Safeguarding Governor. The governors ensure there are effective and appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This includes:

- an effective Child Protection & safeguarding policy is in place and is approved by the Governing Board on an annual basis (and as and when other updates occur)
- a staff behaviour policy is available (called the code of conduct) which includes amongst other things include - acceptable use of technologies, staff/student relationships and communications including the use of social media
- The school ensures that they adopt recruitment procedures that help deter, reject or identify people who might abuse children. The Governing Body must act reasonably in making decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. There is always a member of staff who has completed Safer Recruitment training on all interview panels.

8.4 School policies, along with Part one of KCSIE, Sept 2016 and information regarding the role of the Designated Safeguarding Lead, is provided to all staff on induction.

- 8.5 The child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB), is updated annually (as a minimum), and be available publicly either via the school or college website or by other means.
- 8.6 Headteachers should ensure that the above policies and procedures, adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- 8.7 The Governing Body ensure appropriate safeguarding responses to children who go missing from education, 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 [Government Missing Persons Strategy](#) and the department's **Children Missing Education Statutory Guidance for local authorities** guidance provides information that governing bodies and proprietors might find useful when considering children who go missing from education.
- 8.8 The Governing Body are responsible for ensuring the school has in place statutory policies and procedures for Safeguarding, Safer Recruitment, Allegations Management and Whistleblowing. The named governor for safeguarding and whistleblowing will have oversight of how the policy and procedure are followed.
- 8.9 The Governing Body ensures that their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer will be investigated and dealt with.
- 8.9.1 The Governing Body appoints a Safeguarding Governor who acts as the link between the Governing Board and the school in relation to Child Protection and Safeguarding. Ensuring that:
- The Safeguarding Governors meets with the Designated Safeguarding Leads regularly in order to understand:
- a) how the relevant policies connected with Safeguarding and Safer Recruitment are being implemented
 - b) the challenges and issues that the school staff are managing in order to ensure that children are kept safe at all times
 - c) how Safer Recruitment is being practiced and recorded

Training

- Training undertaken by both staff and governors is in line with advice from the Local Safeguarding Children's Board (LSCB). Safer Recruitment and all required training is compliant and meets the required standards

- The Safeguarding Governor and other governors undertake relevant induction and refresher safeguarding and child protection training throughout their term of office as a governor
- The Safeguarding Governor completes Level 1 Universal Safeguarding Training Induction
- At least one member of the Governing Board is Safer Recruitment trained

Single Central Record

- Ensure that all governors have completed DBS checks which are recorded on the Single Central Record
- The Single Central Record details of staff and other volunteers is current, complete and compliant

Governing Board Meetings

- Safeguarding and Child Protection is always an agenda item at Governing Board meetings
- The Annual Safeguarding Audit is returned to the LA and is reported upon at a relevant GB meeting.

8.9.2 The Governing Body ensure a designated teacher for Looked After Children (LAC) is appointed to promote the educational achievement of Looked After Children and ensure that this person has appropriate training. The most common reason for children to become looked after is as a result of neglect and/or abuse. The Governing Body ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

8.9.3 The Designated Teacher for LAC works with the Virtual School Head to discuss how best funding (Pupil Premium plus additional funding is issued to Virtual School Heads) can be best used to support the progress of looked after children in the schools and meet the needs in the child's personal education plan (PEP).

9. Procedures

9.1 Staff are kept informed about child protection and Prevent responsibilities and procedures through induction, briefings and ongoing awareness training. 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 Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

9.2 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and radicalisation, or female genital mutilation (FGM) may have occurred **must** report it immediately to the Designated Safeguarding Lead (see section 1) or in their absence, the Deputy

Designated Safeguarding Lead (see section 1). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. There is a mandatory reporting requirement for health, teaching, and social care professionals to report cases of FGM to the police.

- 9.3 The Designated Safeguarding Lead or their Deputy will **immediately** refer cases of suspected or actual abuse or allegations to the Multi-Agency Safeguarding Hub (MASH) for Reading cases or the appropriate local authority where the child lives outside of Reading. If the incident of abuse actually occurred within the Reading boundary it will be referred to Reading MASH. (See section 1). In cases where a student may be vulnerable to or exhibiting, extremist views the Designated Safeguarding Lead or their Deputy will refer cases to the Prevent Officer at Thames Valley Police, as well as informing MASH. (See section 1).
- 9.4 The Designated Safeguarding Lead or Deputy will follow the most up to date contact and referral procedures for the Multi-Agency Safeguarding Hub.
- 9.5 Where there is a child protection concern, allegation or disclosure, a phone call will **immediately** be made to MASH(or Emergency Duty Team if outside of office hours) to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent MASH 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.
- 9.6 If it is decided that the contact does not meet the thresholds for MASH, advice will be provided by the social worker as to whether there is a role for targeted intervention/early help services.
- 9.7 In cases where the child resides outside of Reading, the Designated Safeguarding Lead will make themselves familiar with referral processes for the child protection team in the child's home authority.
- 9.8 The school will always undertake to share our intention to refer a child to MASH with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the school will take advice from MASH and/or the Police.
- 9.9 A statement in the school brochure and on the school website will inform parents and carers about our school's duties and responsibilities under child protection procedures. This policy will be made freely available to parents and carers on the school website and in hardcopy, on request.

10. Training and support

- 10.1 The Headteacher and all other staff who work with children undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child

protection effectively. This training is kept up to date by refresher training. The Governing Body ensure that all staff members undergo safeguarding and child protection training at induction. The training is regularly updated. Induction and training is in line with advice from the LSCB. In addition, all staff members receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings), as required but at least annually, to provide them with the relevant skills and knowledge to safeguarding children effectively. This also includes 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 Reading is currently called Universal Safeguarding Training.

- 10.2 The Designated Safeguarding Lead will ensure that all staff complete Universal Safeguarding Training and that this is refreshed every three years. Staff training records will be kept up to date to monitor this.
- 10.3 All staff, students, supply staff and regular visitors to the school will be told where the policy is kept, given the name of the Designated Safeguarding Lead and informed of the school's procedures in reporting concerns.
- 10.4 The Designated Safeguarding Lead and nominated Deputies will complete local authority Designated Safeguarding Lead Training and this will be refreshed every two years. This will be recorded on staff training records and monitored by the Designated Safeguarding Lead.
- 10.5 The Safeguarding Governor has oversight of all child protection training records to ensure that this is taking place in a timely manner.
- 10.6 Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead, and their Deputies. The Designated Safeguarding Lead will seek support from the Headteacher, PREVENT Officer and appropriate 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. It forms part of the Universal Safeguarding Training mentioned in section 7. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret. Where there is a child protection concern, this must be reported to the Designated Safeguarding Lead 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.

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 be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.

12.3 These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any student who is being monitored for child protection reasons.

12.4 If a student transfers from the school, these files, where appropriate, will be forwarded to the student's new school marked 'confidential' and for the attention of the receiving school's Designated Safeguarding Lead for Safeguarding.

12.5 The Designated Safeguarding Lead has oversight of the school's record management policy to ensure that issues around safeguarding records are addressed appropriately.

13. Attendance at child protection and safeguarding meetings

13.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and a report is submitted to any Child Protection Conference or Team Around the Child meeting called for children on their school roll or previously known to them. If the Designated Safeguarding Lead 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 The school is part of core groups for children subject to child protection plans. Core Groups meet regularly to review and update Child Protection Plans, and the Designated Safeguarding Lead 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 Designated Safeguarding Lead'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 student who is subject to a Child Protection Plan.

13.3 School will engage with MASH, Access and Assessment, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings as appropriate. If the Designated Safeguarding Lead is unable to represent the school, the Deputy Designated Safeguarding Lead 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 students that may be at risk of abuse ([Categories of Abuse – see Appendix 2](#)), or children that may have additional support needs. We recognise that a student may be classed as vulnerable for a variety of reasons and this may not be 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 with caring responsibilities or classified as a young carer
- Looked after children and those subject to private fostering arrangements
- Children missing education/low attendance
- Children dealing with issues around domestic abuse
- Children from Gypsy, Roma, Traveller communities
- Children experiencing bereavement
- Children in receipt of Free School Meals or Pupil Premium
- 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 peer on peer 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.

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

- a) The curriculum to encourage self-esteem and self-motivation
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued
- c) The implementation of the school's behaviour management policies
- d) A consistent approach agreed by all staff which endeavours to ensure that students know the expectations regarding acceptable behaviour.
- e) Regular liaison with other professionals and agencies that support the students and their families
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- h) Recognition that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Therefore 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
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

14.4 The school recognises it may be the only stable, secure and predictable element in the lives of vulnerable children. Whilst at school their behaviour may still be challenging and defiant or they may be withdrawn and this is an indicator that further support is needed.

14.5 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy for the management of students' behaviour (including our policy on physical intervention and our policy on anti-bullying) and our health and safety policy.

15. E-Safety

15.1 This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in; receive regular updates in e-safety and recognising and reporting concerns.

15.2 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The school therefore, recognises its responsibility to educate students, 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.

- 15.2 This school has a separate e-safety policy (including online safety) for staff and students which should be considered in line with this policy. The school uses the latest Smoothwall System to monitor, filter and profile internet usage in school. This system alerts any concerns regarding radicalisation, abuse, adult content, bullying, criminal activity, substance abuse and suicide so that interventions can be planned effectively. We also use GoGuardian to filter internet access of all users using Reading Girls' School Google Apps for Education provision.
- 15.3 Photographs, video and electronic images of students and staff are classed as personal data under the Data Protection Act 1998. The school's Acceptable Use Policy covers the use of images and should be considered in line with this policy.

16. Safer recruitment

- 16.1 Keeping Children Safe in Education, Sep 2016 sets out clear guidance for schools which is adhered to at this school. The school complies with the guidance set out in Part 3 of Keeping Children Safe in Education, Sept 2016. The Recruitment and Retention policy also contains detailed information about recruitment and selection procedures for staff and volunteers.
- 16.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard 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.
- 16.3 The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties an applicant is employed/volunteers to do in a school or college.
- 16.4 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. Part three, KCSIE, Sep 2016 gives further details relating to regulated activity.

16.5 Types of check

16.5.1 Disclosure and Barring Service (DBS) checks

Three types of DBS checks are referred to in this guidance (see Annex G for more information):

- 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 an additional checks to be made as to whether the person appears on the children's barred list.

16.5.2 For all other staff who have an opportunity for regular contact with children 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 134-137.

16.5.3 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, and additional overseas checks for those who have lived or worked abroad is also completed. For teachers an additional check has been carried out to ensure they are not prohibited from teaching. In addition, governors in maintained schools will now have an enhanced criminal records certificate from the DBS and it is the responsibility of the school to apply for the certificate if a governor does not have one (Governors who also undertake regulated activity have an Enhanced DBS with barred list check). 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 99 of KCSE for the appropriate link).

16.5.4 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 post or as soon as practicable afterwards.

Where the school allows an individual to start work in regulated activity before the DBS certificate is available, they will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

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

16.7 A Single Central Record of employment checks is held by the school and checked termly by the 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 or college, including volunteers, contractors and agency staff

16.8 The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- Further checks on people living or working outside the UK
- A check of professional qualifications, and
- A check to establish the person's right to work in the United Kingdom.

16.9 Pre-appointment checks

16.9.1 All new appointments

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, is conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff the school will:

- 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 the school will follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK, make any further checks the school consider 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 are sought on all short-listed 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;

16.9.2 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 a 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young people.

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

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

16.9.5 For supply staff, contractors and fee funded teacher trainees, the school will also include whether 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. More information on the appropriate level of DBS check for contractors see section is given in 134-136 of KCSE.

16.9.6 Where checks are carried out on volunteers, schools should record this on the Single Central Record.

16.9.7 If the 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 or college is not required to request a DBS check or barred list check. **If the school or 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.**

17. Teacher prohibition orders

17.1 Teacher 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. A check of any prohibition order can be carried out using the [Teacher Services System](#). Prohibition orders are described in the National College for Teaching and Leadership (NCTL) publication [Teacher Misconduct: the prohibition of teachers](#).

17.2 Teacher prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. 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.

18. Professional boundaries for staff and code of conduct

18.1 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' is available for all staff and volunteers to read. All staff are required to read Part One and Annexe A of Keeping Children Safe in Education, Sep 2016, Appendix 4.

18.2 Staff members and volunteers who work regularly with students are required to sign up to and follow the school code of conduct. This is a separate policy and should be considered alongside this policy.

18.3 The school's code of conduct for staff and volunteers who work regularly with students is made freely available to staff, visitors, contractors, students, parents and carers on the school website and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate. Keeping Children Safe in Education, Sep 2016 states that schools must have a staff code of conduct.

18.4 Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the school code of conduct and this policy.

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.

18.5 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 relevant employment contract.

19. Whistleblowing

- 19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 19.2 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 who to share these with. This is detailed in our Whistleblowing Policy which should be viewed alongside this policy.
- 19.3 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors.
- 19.4 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.
- 19.5 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 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.**

20. Radicalisation and Extremism

- 20.1 The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students 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.
- 20.2 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.
- 20.3 Staff will be made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.
- 20.4 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 schools responsibilities, including the new Referral Pathway can be found in Appendix 3).

21 Allegations

- 21.1 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.

- 21.2 The governors ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- 21.3 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 Four of KCSIE, Sept 2016.
- 21.4 The Headteacher, Designated Safeguarding Lead or another Senior Manager will, in the first instance, contact MASH in order to liaise with the Local Authority Designated Safeguarding Lead (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Headteacher, the Chair of Governors will take this action.
- 21.5 If, for any reason, it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.
- 21.6 Governing Boards 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.**
- 21.7 The Governing body also ensures that there are procedures in place to handle allegations against other children.

22. Appointment of Designated Teacher for children who are looked after (LAC)

The School has an appointed designated teacher to promote the educational achievement of children who are looked after and they ensure that this person has appropriate training.

23. Looked after children

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

safeguarding lead 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.

24. Children with special education needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Governing Body ensures 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 SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

At Reading Girls' School we identify students who might need more support to be kept safe or to keep themselves safe by:

- Conducting transition visits to Primary Schools and discussing needs with feeder schools so that these students can be identified in Transition.
- Monitoring attendance and progress
- Building supportive relationships to ensure that young people have an adult they can trust and talk to.
- Keeping and sharing this information with staff,
- Listening to the views of parents/carers.

25. Inspections

- 25.1 From September 2015 all inspections by Ofsted have been made using [The common inspection framework: education skills and early years](#).
- 25.2 Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding: [Inspecting safeguarding in early years, education and skills settings](#).

Appendix 1

Types of abuse and neglect

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. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

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 insofar as they meet the needs of another person
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 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 care givers
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2 Recognising abuse & 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 MASH.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of 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 MASH 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 & 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 insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scape-goating' within the family
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is 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,
- 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 child's needs e.g. mental illness, substance misuse, learning difficulties

- Parent or carer emotionally or psychologically distant from 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 and full account should be taken of cultural sensitivities of 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 or dirty or smells
- A child who is perceived to be frequently hungry, 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 child to grow or develop within 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 head lice/scabies
- Unmanaged /untreated health/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, clothing, 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 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; 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 child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Appendix 3 Further Information on Specific Safeguarding Topics

Children Missing from Education

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.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for unauthorised absence and for dealing with children that 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.

The school has in place appropriate safeguarding policies, procedures and responses for children who go missing from education, 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

The law requires all schools to have an admission register and an attendance register. All students must be placed on both registers.

The schools must inform the local authority when any student who is going to be removed from the admission register where the student:

- has been taken out of school by their parents and the school has received written notification from the parent 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 student 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 student's name from the register. It is essential that the school complies 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.

The school must inform the local authority of any student 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.

Child Sexual Exploitation

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

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

So called 'Honour Based' Violence

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

Indicators

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

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

Female Genital Mutilation (FGM) mandatory reporting duty

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.

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 students, 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](#).

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 or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#). Further details can be found in Annex A, KCSIE, Sept 2016.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmf@fco.gov.uk.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of the school's 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.

Prevent

From 1 July 2015 all schools and all 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](#).

Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. "to the need to prevent people from being drawn into terrorism". 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:

- 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 students 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.

There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

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](#).

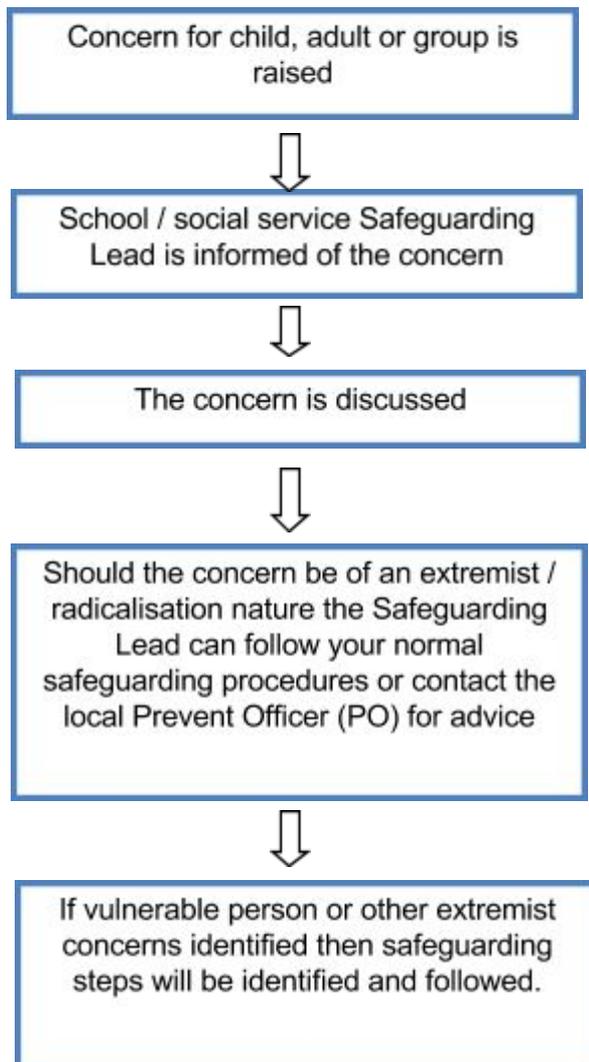


Prevent “Safeguarding” Referral Pathway



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

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



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
Or contact 101 and ask for the Prevent Officer

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.

Anti Terrorist Hotline:

0800 789 321

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

students. Through ensuring students' SMSC development, the school are actively promotes 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 schools' 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>

Appendix 4: Role of the designated safeguarding lead, Keeping Children Safe in Education, 2016

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

Deputy designated safeguarding leads

The school has two deputy designated safeguarding leads who are trained to the same standard as the designated safeguarding lead.

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 designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead and deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years.

The designated safeguarding lead undertakes Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills is 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, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead will:

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

Child protection file

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

Availability

During term time the designated safeguarding lead (or a deputy) is always available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

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

APPENDIX 5

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 2016**

[Keeping children safe in education](#)

- **Working Together to Safeguard Children - March 2015**

[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](#)

- **Inspecting Safeguarding in maintained schools and academies**

[Inspecting safeguarding in early years education and skills settings](#)

- **Safeguarding children and young people and young vulnerable adults**

[Ofsted safeguarding policy](#)

- **Section 11 of the Children's Act 2004**