

Including Sandford, our Early Years Foundation Stage provision

## Child Protection (Safeguarding) Policy & Safeguarding Guidance

### KEY EXTERNAL CONTACT DETAILS

<p><b>Local Authority Designated Officer (West Berkshire)</b></p>	<p>Debi Miles (<b>West Berkshire Council Contact Advice and Assessment Service (CAAS)</b>)          TEL: 01635 503090          EMAIL: <a href="mailto:child@westberks.gov.uk">child@westberks.gov.uk</a>          Out of Hours <b>Emergency Duty Service (EDS)</b>-          01344 786543</p>
<p><b>Local Authority Designated Officer (Hampshire)</b></p>	<p>Duty LADO available on 01962 876364  <b>Hampshire Children's Services</b> is 0300 555 1381  <a href="mailto:Childrens.services@hants.gov.uk">Childrens.services@hants.gov.uk</a>  <b>The Emergency Duty Service (EDS)</b> is available outside office hours on 0300 555 1373</p>
<p><b>West Berkshire Local Safeguarding Children Board</b></p>	<p>West Berkshire Council, West Street House, Newbury, RG14 1BD  <a href="mailto:WBLSCB@Westberks.gov.uk">WBLSCB@Westberks.gov.uk</a></p>
<p><b>Multi-Agency Safeguarding Hub</b></p> <p><b>Other useful contacts</b></p>	<p>Through <b>West Berkshire Council Contact Advice and Assessment Service (CAAS)</b>  <b>01635 503090</b>          EMAIL: <a href="mailto:child@westberks.gov.uk">child@westberks.gov.uk</a>          Educational Safeguarding Officer- Joan Ball  <a href="mailto:joan.ball@westberks.gov.uk">joan.ball@westberks.gov.uk</a></p> <p>Lead Safeguarding (Education) - Karen Pottinger  <a href="mailto:karen.pottinger@westberks.gov.uk">karen.pottinger@westberks.gov.uk</a></p>
<p><b>Support and Advice about Extremism</b></p>	<p><b>Police</b>          DS Kulvinder Bansal, Prevent Officer, Thames Valley Police  <b>07788307178</b>  <a href="mailto:Kulvinder.bansal@thamesvalley.pnn.police.uk">Kulvinder.bansal@thamesvalley.pnn.police.uk</a></p> <p>EMERGENCY: 999          NON EMERGENCY NUMBER: 101</p> <p><b>Department for Education</b>          NON EMERGENCY NUMBER: 020 7340 7264          EMAIL:  <a href="mailto:counter.extremism@education.gsi.gov.uk">counter.extremism@education.gsi.gov.uk</a></p>
<p><b>NSPCC Whistleblowing Advice Line</b></p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH          TEL: 0800 028 0285          EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>
<p><b>Disclosure and Barring Service</b></p>	<p>ADDRESS: PO Box 181, Darlington, DL1 9FA          TEL: 01325 953795          EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a></p>

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<b>Teaching Regulation Agency</b>	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a>
<b>OFSTED Safeguarding Children</b>	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a>

## KEY SCHOOL CONTACT DETAILS

<b>Governors</b>	<p><b>Chairman of Governors</b> Nigel Garland, c/o St Gabriel's 01635 555680 EMAIL: <a href="mailto:Chairman@stgabriels.co.uk">Chairman@stgabriels.co.uk</a></p> <p><b>Nominated Safeguarding Governor</b> Simon Barrett c/o St Gabriel's 01635 555680</p>
<b>Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Lead (DDSL)}</b>	<p><b>Main DSL for the School</b> Angela Chapman 01635 555680 or 07875 162792 EMAIL: <a href="mailto:achapman@stgabriels.co.uk">achapman@stgabriels.co.uk</a></p> <p><b>Deputy DSL</b> Rebecca Wright 01635 555680 EMAIL: <a href="mailto:rwright@stgabriels.co.uk">rwright@stgabriels.co.uk</a></p> <p><b>Deputy DSL (Junior School)</b> Clare Lawrence 01635 555680 <a href="mailto:clawrence@stgabriels.co.uk">clawrence@stgabriels.co.uk</a></p> <p><b>EYFS DSL</b> Katie Noonan 01635 555680 or 01635 555696 <a href="mailto:knoonan@stgabriels.co.uk">knoonan@stgabriels.co.uk</a></p> <p>Michelle Bullock 01635 555680 or 01635 555696 <a href="mailto:mbullock@stgabriels.co.uk">mbullock@stgabriels.co.uk</a></p> <p><b>Deputy EYFS DSLs</b> Tasha Upham and Naomi Kelly 01635 555680 or 555696</p>
<b>Designated Teacher for Looked After Children</b>	Angela Chapman 01635 555680 <a href="mailto:achapman@stgabriels.co.uk">achapman@stgabriels.co.uk</a>
<b>Principal</b>	Ricki Smith 01635 555680 <a href="mailto:rsmith@stgabriels.co.uk">rsmith@stgabriels.co.uk</a>

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**Authorised by** resolution of the Board of Governors

**Reviewed**

- Autumn 2011
- Autumn 2012
- Spring 2013
- Autumn 2013
- Autumn 2015
- Spring 2016
- Autumn 2016 (1-0-2)
- Spring 2017 (1-0-3)
- Summer 2017 (1-0-4)
- Autumn 2017 (1-1-0)
- Autumn 2017 (1-1-1)
- November 2017 (1-1-2)
- January 2018 (1-1-3)
- September 2018 (1-2-0)

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## **POLICY STATEMENT**

This policy applies to St Gabriel's ("the School") and includes the EYFS setting, Sandleford. This policy is reviewed and updated annually (as a minimum) and is available on the School website.

This policy has regard to the following guidance and advice.

- Keeping Children Safe in Education (September 2018) ('KCSIE')
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

This Child Protection (Safeguarding) Policy & Safeguarding Guidance should be read alongside the

- Staff Code of Conduct - Guidance on Interaction with Pupils
- Behaviour Policy
- Anti-Bullying Policy
- ICT Acceptable Use Policies for pupils and workers
- First Aid Policy
- Recruitment Selection & Disclosures Policy & Procedure
- Taking, Using and Storing Images of Pupils policy.

The staff members referred to in this policy include paid employees and contractors of the school, governors and volunteers.

This policy also takes into account the procedures and practice of West Berkshire as part of the inter-agency safeguarding procedures set up by the West Berkshire Local Safeguarding Children Board.

## **CONCERNS ABOUT A CHILD**

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help. Details of these arrangements are included in this policy below.

### **Definitions of safeguarding and types and signs of abuse**

Safeguarding and promoting the welfare of children is defined 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.

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). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse

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- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

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## **PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

**If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.**

All staff should

- listen carefully and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- avoid asking leading questions, that is, a question which suggests its own answer;
- reassure the individual that the allegation/complaint will be taken seriously;
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.

Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by discussion between the DSL and the pupil where appropriate. The School operates its processes with the best interests of the pupil at their heart.

### **What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **What staff should do if a child is in danger or at risk of harm**

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care

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as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is West Berkshire. A full copy of their local procedures can be found on <http://www.westberkslscb.org.uk/homepage/guidance-procedures/>.

## Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the West Berkshire Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

## Contextual Safeguarding

Safeguarding incidents and or behaviours can be associated with factors outside the school and or can occur between children outside the school. All staff, but especially the DSL and DDSs should be considering the context within which such incidents and or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full extent of any abuse.

The Staff Code of Conduct gives guidelines that all staff should follow when in contact with a pupil in a one-on-one situation, and these are reproduced below.

## One-to-one meetings

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils, ensuring, wherever practicable, that another member of staff is within earshot. If such a meeting or teaching session has been planned, staff should take particular care in the following ways:

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- \* when working alone with a pupil is an integral part of your role for example in specialist settings such as peripatetic music lessons, sport, creative or performing arts, be aware of the contents of the School's risk assessment for one-to-one teaching.
- \* use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson/meeting is taking place
- \* arrange the meeting during normal school hours when there are plenty of other people about. If a meeting out of school hours is required, a member of the Senior or Junior School Leadership Team should be informed
- \* do not continue the meeting for any longer than is necessary to achieve its purposes
- \* avoid sitting or standing in close proximity to the pupil, except as necessary to check work
- \* avoid using "engaged" or equivalent signs on doors or windows
- \* avoid idle discussion
- \* avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact
- \* avoid any conduct that could be taken as a sexual advance
- \* report any incident that causes you concern to the Designated Person under the School's child protection procedures, and make a written record (signed and dated)
- \* report any situation where a pupil becomes distressed or angry to a senior colleague.

### **Use of Reasonable Force**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term "reasonable force" covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances where a young person needs to be restrained to prevent violence or injury. "Reasonable" in these circumstances means "using no more force than is needed". The use of force may involve either passive physical contact, such as standing between pupils or by blocking a pupil's path, or active physical contact such as leading a pupil by the arm.

Staff should report any use of reasonable force to the DSL as soon as possible.

### **What staff should do if they have concerns about another staff member**

If staff have concerns about another staff member, then this should be referred to the Principal. Where there are concerns about the Principal, this should be referred to the Chairman of Governors. In the event of allegations of abuse being made against the Principal, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the West Berkshire local authority.

### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or contact West Berkshire Council Contact Advice and Assessment Service (CAAS) 01635 503090. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out an appropriate risk assessment (attached as Appendix 2) Such risk assessments are discussed with the Principal, DSL and DDSLs and the governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.



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## **What staff should do if they discover an act of Female Genital Mutilation ('FGM')**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

## **What staff should do if a child goes missing from Education**

### **Missing from Education Sub Policy**

Staff must be aware that children who go missing from education, particularly on repeat occasions, are showing a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are as follows.

- The form tutor or class teacher will mark the pupil as absent (unauthorised) if that pupil is not present during a registration period or lesson.
- The school office will check to see if a parent or guardian has provided a suitable reason (for example illness or medical appointment) that enables them to amend this mark to authorised absence, or if the pupil was registered at an activity, such as a sporting practice or music lesson.
- If no information has been provided, the school office will attempt to contact the parent or guardian of the pupil to ascertain a reason for this absence. If this is successful, a note will be added to the register to indicate this reason and the absence can be marked as authorised.
- The Vice Principal (as DSL) formally reviews and signs off the attendance register for the school once a week, and the Registrar is responsible for reporting absence, when required to West Berkshire.
- A confidential note will be added to the MIS (Engage) should absence be reported to West Berkshire.
- See also the school's Missing Child Policy which details the procedures for searching for a pupil who has been registered as present at school but cannot subsequently be located.
- Further detail can also be found at Appendix 1 of this policy.

The School will report to West Berkshire Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

## **What staff should do if they have concerns about safeguarding practices in the school**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Whistleblowing Policy on the school website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

## **ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. It can also involve initiation or hazing type violence and rituals. Abusive comments and interactions should never be passed off or dismissed

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as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. The DSL will ask the child’s tutor, Head of School or the Head of Individual Needs to work with any child who needs their help in these circumstances. The school counsellor can also be asked to provide additional support through the Emotional Health Academy.

The School takes the following steps to minimise the risk of peer-on-peer abuse.

- The school encourages an open and tolerant environment, where pupils or teachers can report their concerns. The form tutors and Heads of School respond promptly to any such reports offering support to all concerned.
- The PSHE and life skills programme contains material aimed at promoting tolerance and kindness, and informing pupils how to respond to any unkind incidents. Sessions are delivered around cyberbullying and appropriate use of ICT and social media.
- There are separate anti-bullying and ICT acceptable use policies available on the school website.
- The school planner details the definitions and consequences of bullying and summarises the school rules on behaviour and use of ICT. There is information on support available inside and outside school.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the West Berkshire LCSB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the West Berkshire LCSB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the West Berkshire LCSB and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children’s social care and/or a report to the police against a victim’s wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The School’s approach to sexting is as follows

Sexting is defined as the production and or sharing of sexual photos and videos of and by young people under the age of 18. It is also referred to as “youth produced sexual imagery”. Sexting does not include the sharing of sexual photos and videos of under 18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police. If an incident involving “sexting” comes to the attention of a member of staff they must

- Report it to the Designated Safeguarding Lead immediately
- Never view, download or share the imagery themselves, or ask the child to share and download the imagery as this is illegal.

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- If the member of staff has viewed the imagery by accident (for example, if the young person has showed the imagery to the member of staff before they could ask them not to), this should also be reported to the DSL
- The member of staff should not delete the imagery and should not ask the young person to delete it
- The member of staff should not ask the young person(s) involved in the incident to disclose information regarding the imagery, this is the responsibility of the DSL
- Information about the incident should not be shared with other members of staff, the young people involved, or their, or others', parents and carers.
- It is important that the member of staff involved does nothing that would blame or shame the young people involved
- The member of staff must explain to the young person involved that they need to report it and reassure them that they will receive support and help from the DSL

In addition the School's PSHE and Life Skills programme seeks to educate young people about the risks and dangers of sexting.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL and appropriate pastoral staff, including Heads of School and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

## **County Lines Exploitation**

This definition is taken from the National Crime Agency report "County Lines Violence, Exploitation & Drug Supply 2017"

a typical county lines scenario is defined by the following components:

- A group (not necessarily affiliated as a gang) establishes a network between an urban hub and county location, into which drugs (primarily heroin and crack cocaine) are supplied.
- A branded mobile phone line is established in the market, to which orders are placed by introduced customers. The line will commonly (but not exclusively) be controlled by a third party, remote from the market.
- The group exploits young or vulnerable persons, to achieve the storage and/or supply of drugs, movement of cash proceeds and to secure the use of dwellings (commonly referred to as cuckooing).
- The group or individuals exploited by them regularly travel between the urban hub and the county market, to replenish stock and deliver cash.

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- The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

Like other forms of abuse and exploitation, this can

- affect any child or young person under the age of 18
- any vulnerable adult over the age of 18
- still be exploitation even if the activity appears consensual
- involve force and or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- be perpetrated by individuals or groups, males or females, and young people or adults
- be typified by some form of power imbalance in favour of those perpetrating the exploitation

Any concerns of this nature should be reported to the DSL as soon as possible.

## **ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE PRINCIPAL, GOVERNORS AND VOLUNTEERS)**

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and West Berkshire Local Child Safeguarding Board arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the DSL. If an allegation is reported to the DSL, the DSL will keep the Principal informed. Where the Principal and DSL are absent or are the subject(s) of the allegation or concern, reports should be made to the Chairman of Governors. Where the Principal is the subject of the allegation or concern, the Principal must not be informed of the allegation prior to contact with the Chairman of Governors. However, staff may consider discussing any concerns with the DSL and make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come

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to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
6. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

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In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

## **STAFF CODE OF CONDUCT**

The School's staff code of conduct can be found on the School's website. The aim of the staff code of conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

## **SAFER RECRUITMENT**

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, governors and volunteers to work with children and young people is set out in the School's Recruitment, Selection and Disclosure Policy and Procedure.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's Visiting Speaker Policy.

## **MANAGEMENT OF SAFEGUARDING**

The School's DSL is Angela Chapman who is the Vice-Principal and a member of the leadership team.

Rebecca Wright, Clare Lawrence, Katie Noonan and Michelle Bullock are the DDSLs and the people to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the Governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The School will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

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The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours or out of term activities, the DSL can be contacted on the mobile number in the Key Contacts section.

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

## TRAINING

Induction and training are in line with advice from the West Berkshire LSCB.

### All Staff

All new staff (including temporary staff and volunteers) will be provided with induction training that includes:

- Child Protection (Safeguarding) Policy & Safeguarding Guidance which includes the safeguarding response to children who go missing from education
- the roles and identities of the DSL and DDSL
- the Pupil Behaviour Policy
- the Staff Code of Conduct, the Whistleblowing Policy and the ICT Acceptable Use for Staff Policy which includes guidance on the use of social media
- a copy of Part one of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE* and Part five of *KCSIE*.

Copies of the above documents are provided to all staff during induction.

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via face to face or online training.
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding by requiring staff to confirm their understanding in writing and by holding regular refresher training.
- Receive training in safeguarding and child protection regularly, in line with advice from the West Berkshire LSCB]. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example emails and staff meetings.
- 

### DSL

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the West Berkshire LSCB's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

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In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSLs are trained to the same level as the DSL.

## **OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

Simon Barrett is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the governing body.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The DSL reports on a termly basis to the Governing body, giving appropriate details of any safeguarding issues and the school's response to these. The Governors' discussion of this report is documented in the minutes of these meetings. The School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## **THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

### **Teaching children how to keep safe**

The School and its Governors ensure that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's IT curriculum and also embedded in PSHE and sex and relationships education.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. The School uses "Smoothwall" web filtering software, with Government recommended settings, to reduce the risk of pupils being exposed to illegal, inappropriate and harmful materials. Any attempt to access such material is reported automatically to the IT Systems Manager and to the Bursar. Further detail of the School's approach to online safety can be found in the School's Acceptable Use of ICT policy for pupils (and the Acceptable Use Policy for staff).

### **Looked after children**

The School and its governors ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Angela Chapman, the Vice-Principal, is the designated member of staff<sup>1</sup> who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.



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### **Arrangements for visiting speakers**

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable and these are detailed in the separate Visiting Speaker's Policy which can be found on the school website. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. The School shall also keep a register of visiting speakers and a record of the risk assessments undertaken.

### **EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

#### **Use of mobile phones and cameras**

The School does not permit the use of mobile phones and cameras in Sandleford, our Early Years Foundation Stage and further details of these restrictions are contained in the Taking, Storing and Using Images of Pupils policy on the school website. The ICT Acceptable Use policies for Staff and Pupils give further details of the permitted use of these devices in the rest of the school.

#### **DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the Early Years settings is Katie Noonan.

#### **Duty to notify Ofsted**

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided, for example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere)

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## APPENDIX 1 -SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children<sup>144</sup>. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate

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medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**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:** 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.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.
- 

**If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.**

There is a statutory duty on teachers to personally 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

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girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (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 it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

**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. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. It can also call for the death of members of the armed forces, whether in this country or overseas.

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. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. 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.

**Special educational needs and/or disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

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**Lesbian, gay, bi or trans (LGBT):** Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Children who go missing from school:** A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found earlier in this policy. All unexplained absences will be followed up in accordance with these procedures.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended)<sup>165</sup>. This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- c)

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

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## APPENDIX 2

### RISK ASSESSMENT OF PUPILS BEING DRAWN INTO EXTREMISM AND RADICALISATION

The DSL is the identified strategic PREVENT lead within School.

The strategic lead understands the expectations and key priorities to deliver PREVENT and this is embedded within safeguarding procedures and referred to specifically in the policy.

The senior leadership team are aware of the PREVENT strategy and its objectives.

Staff and governing body have been appropriately trained accordingly to their roles.

Key staff and governors understand the risk of radicalisation and extremism and know how to recognise and refer girls who may be vulnerable.

All referrals and follow-up communications and actions are logged and monitored and stored by the DSL.

Leads in partner agencies are known and stated in the Safeguarding Policy with all appropriate contact details.

The policy is on the website and reviewed and updated regularly.

Preventing radicalization training is delivered to staff as part of the annual safeguarding training and at other points of the year where appropriate.

All new staff receive training in this as part of their induction and appropriate governors will also attend appropriate training.

The School has a broad and balanced curriculum that promotes British Values and helps protect students against extremism and promotes community cohesion. PSHE and other lessons and activities promote the spiritual, moral, social and emotional needs of children, aimed at protecting them from radicalisation and extremism influences. These lessons also help develop critical thinking skills around the power of influence, particularly on-line and through social media. Students are made aware of the benefits of community cohesion and the damaging effects of extremism on community relations.

Staff are able to provide appropriate challenge to students, parents and governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion

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Risk	Control Measures	Person Responsible
<p><b><u>Leadership</u></b> The following people require a good understanding of their own and institutional responsibilities in relation to the “Prevent” Duty-</p> <ul style="list-style-type: none"> <li>• Governors</li> <li>• Executive</li> <li>• SLT And JLT</li> <li>• Staff</li> <li>• Students</li> </ul>	<p>All staff and governors have annual training and the pupils have a programme of assemblies and PSHE lessons. The DSL briefs the Safeguarding team.</p>	<p>DSL</p>
<p><b><u>Partnerships</u></b> The school has an identified single point of contact in relation to Prevent.</p> <p>The school engages with the Local Authority Police Prevent Officer</p>	<p>The DSL in the Prevent Lead within school and this is made clear in the Safeguarding Policy.</p> <p>The Prevent Lead is familiar with the Police Prevent Officer and the contact details are documented in the Safeguarding Policy</p>	<p>DSL</p>
<p><b><u>Staff Training</u></b> All staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> <li>1) exemplify British Values in their management, teaching and through general behaviours in the school</li> <li>2) understand the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorism</li> <li>3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response</li> </ol>	<p>All Heads of Department and Heads of School have examined how they promote British Values in their departments through their teaching and in PSHE lessons.</p> <p>Training is provided in this for all staff and the reporting and referral process is clear in the training and in the Safeguarding Policy.</p>	<p>HoS/HoD</p> <p>DSL</p>
<p><b><u>Welfare and pastoral support</u></b> There are adequate arrangements and resources in place to provide pastoral care and support as required by the school.</p> <p>There are adequate monitoring arrangements to ensure that this support is effective and supports the school's welfare and equality policies.</p>	<p>There is a Pastoral Team of Vice-Principal, Heads of School and Form tutors, School Nurse and a Counsellor within the School. Close monitoring of racist and bullying incidents by the Vice-Principal and Heads of School.</p> <p>Monitored by Vice-Principal and Heads of School in weekly meetings.</p>	<p>VP/HOS</p>
<p><b><u>Speakers and Events</u></b> There is a policy/framework for managing on site events i.e. charity events, visiting speakers.</p> <p>Site events, which are supported, endorsed, funded or organised through the school are subject to checks.</p>	<p>All on-site events and usage of the site are subject to Risk Assessment and follow the control measures in the Visiting Speaker Policy.</p>	<p>VP/ Compliance Coordinator</p>
<p><b><u>Safety Online</u></b> The school has a policy relating to the use of IT.</p>	<p>The School has an ICT Acceptable Use Policy.</p>	<p>Bursar/VP/</p>

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<p>The school employs filtering/firewall systems to prevent staff/students/visitors from accessing websites and material.</p> <p>This also includes the use of using their own devices via Wi-Fi.</p>	<p>The School employs comprehensive filtering and firewall systems to prevent all users of our systems from accessing any inappropriate content.</p> <p>This includes anyone attaching personal devices to our wireless network.</p>	<p>Compliance Coordinator</p>
<p><b><u>Site Security</u></b></p> <p>There are effective arrangements in place to manage access to the site by visitors and non-students/staff.</p> <p>Dangerous substances may be kept and stored on site. There is a Risk assessment policy in place.</p>	<p>All visitors report to reception and there is a sign in procedure. All staff and visitors are required to wear ID badges and girls are briefed in what to do should they have any concerns about anyone on site.</p> <p>Where dangerous substances may be kept on site they are locked away.</p>	<p>Relevant HODs/Site Manager</p>
<p><b><u>Safeguarding</u></b></p> <p>Protection against the risk of radicalisation and extremism is included within Safeguarding and other relevant policies.</p> <p>Safeguarding and welfare staff receive additional and ongoing training to enable the effective understanding and handling of referrals relating to radicalisation and extremism.</p> <p>The School utilises Channel as a support mechanism in cases of radicalisation and extremism.</p> <p>The School has a policy regarding referral to Channel identifying a recognised pathway and threshold for referral.</p>	<p>This is in place.</p> <p>This is in place.</p> <p>This is referred to in the Safeguarding Policy and the School would use this when required.</p> <p>This is referred to in the Safeguarding Policy.</p>	<p>DSL</p>
<p><b><u>Communications</u></b></p> <p>The School Prevent Lead and their role is widely known across the School.</p> <p>Staff and students are made aware of the Prevent Duty, current risks and appropriate activities in this area.</p> <p>There are information sharing protocols in place to facilitate information sharing with Prevent partners.</p>	<p>The School Prevent Lead is the DSL and she provides training for all staff across the School and all staff sign to say they have read and understood the key policies.</p> <p>This happens through the training.</p> <p>These are documented in the Safeguarding Policy and the School has links with appropriate contacts.</p>	<p>DSL</p>
<p><b><u>Incident Management</u></b></p> <p>The School has a Lockdown procedure which is capable of dealing with terrorist related issues.</p>	<p>The School has such a plan.</p>	<p>Bursar</p>
<p><b><u>Staff and Volunteers</u></b></p> <p>Awareness training extends to volunteers.</p>	<p>All volunteers receive training and sign to say they have read and understood the Safeguarding Policy.</p>	<p>HR</p>



Including Sandlesford, our Early Years Foundation Stage provision

<p>The School is vigilant to the radicalisation of staff by sub-contracted staff and volunteers.</p>	<p>Volunteers and sub-contracted staff are closely monitored.</p>	
<p><b><u>Freedom of Expression</u></b>          The School has a freedom of speech/expression policy and this policy recognises and incorporates the risks associated with radicalisation and extremism.          The need to protect vulnerable individuals is covered within this policy.</p>	<p>This is covered in the Safeguarding Policy and in the SEND Policy and the Visiting Speaker Policy.</p>	

Including Sandleford, our Early Years Foundation Stage provision

## Change History

August 2017 (1-0-04)	Contact numbers updated, further details of staff response to early help and prevent duty.
September 2017 (1-1-0)	Prevent duty risk assessment added
September 2017 (1-1-1)	Details of the Staff interaction policy amended, requirement for visitor photographs removed and details of the Visiting Speaker policy added.
November 2017 (1-1-2)	No names enquiry removed from 6.4 Michelle Bullock added as Deputy in Sandleford
January 2018 (1-1-3)	Mobile number for Becky Wright added
September 2018 (1-2-0)	Redrafted for KCSIE 2018 and WT 2018.