

Including Sandford, our Early Years Foundation Stage provision

Child Protection (Safeguarding) Policy & Safeguarding Guidance

KEY EXTERNAL CONTACT DETAILS

<p>Local Authority Designated Officer (West Berkshire)</p>	<p>Fiona Goussard 01635 503190 (West Berkshire Council Contact Advice and Assessment Service (CAAS)) TEL: 01635 503090 EMAIL: cpadmin@westberks.gov.uk Out of Hours Emergency Duty Service (EDS)- 01344 786543</p>
<p>Local Authority Designated Officer (Hampshire)</p>	<p>Duty LADO available on 01962 876364 Hampshire Children's Services is 0300 555 1381 Childrens.services@hants.gov.uk The Emergency Duty Service (EDS) is available outside office hours on 0300 555 1373</p>
<p>Berkshire West Safeguarding Children Partnership - (West Berkshire Local Safeguarding Children Board)</p>	<p>West Berkshire Council, West Street House, Newbury, RG14 1BD WBLSCB@Westberks.gov.uk</p>
<p>Multi-Agency Safeguarding Hub</p> <p>Other useful contacts</p>	<p>Through West Berkshire Council Contact Advice and Assessment Service (CAAS) 01635 503090 (Parents) 01635 503190 (Professionals) EMAIL: child@westberks.gov.uk Educational Safeguarding Officer- Joan Ball joan.ball@westberks.gov.uk</p>
<p>Support and Advice about Extremism</p> <p>Building Communities Together Team Manager and Prevent Lead WBC</p>	<p>Police Prevent Officer, Thames Valley Police 07800702319 or 01189 636349 Preventreferrals@thamesvalley.pnn.police.uk</p> <p>Susan Powell 01635 264703 07881 856801</p> <p>EMERGENCY: 999 NON EMERGENCY NUMBER: 101</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
<p>NSPCC Whistleblowing Advice Line</p>	<p>ADDRESS: Weston House, 42 Curtain Road London</p>

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	EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000100 EMAIL: concerns@isi.net

KEY SCHOOL CONTACT DETAILS

Governors	<p>Chairman of Governors Nigel Garland, c/o St Gabriel's 01635 555680 EMAIL: Chairman@stgabriels.co.uk</p> <p>Nominated Safeguarding Governor Simon Barrett c/o St Gabriel's 01635 555680</p>
Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Lead (DDSL)}	<p>Main DSL for the School Angela Chapman 01635 555680 or 07875 162792 EMAIL: achapman@stgabriels.co.uk</p> <p>Deputy DSL Rebecca Wright 01635 555680 EMAIL: rwright@stgabriels.co.uk</p> <p>Deputy DSL (Junior School) Clare Lawrence 01635 555680 clawrence@stgabriels.co.uk</p> <p>EYFS DSL Katie Noonan 01635 555680 or 01635 555696 knoonan@stgabriels.co.uk</p> <p>Michelle Bullock 01635 555680 or 01635 555696 mbullock@stgabriels.co.uk</p> <p>Deputy EYFS DSLs</p>

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	Tasha Upham and Naomi Kelly and Lisa Greetham 01635 555680 or 555696
Designated Teacher for Looked After Children	Angela Chapman 01635 555680 achapman@stgabriels.co.uk
Principal	Ricki Smith 01635 555680 rsmith@stgabriels.co.uk

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)
	September 2019 (1-2-1)
	November 2019 (1-2-2)
	March 2020 (1-2-3)
	September 2020(1-3-0)

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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 2020) ('KCSIE')
- What to do if you're worried a child is being abused: advice for practitioners (March 2015) which also refers to Information Sharing (July 2018)
- 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)
- Disqualification under the Childcare Act 2006 (September 2018)
- Early Year Foundation Stage (EYFS) Statutory Framework April 2017
- Children Missing Education (September 2016)
- Multi-Agency Guidance on FGM (April 2016)
- Sexual Violence and Sexual Harassment between children in schools and colleges (May 2018)
- Relationships education, relationships and sex education (RSE) and Health Education (June 2019)
- Interim guidance on Coronavirus (Covid-19): safeguarding in schools, colleges and other providers (first published on 27 March 2020 and updated regularly)

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 Berkshire West Safeguarding Children Partnership.

This policy should be read alongside the School's Covid-19 Safeguarding Appendix (at the end of this policy) which sets out how this policy has been adapted to ensure appropriate regard to KCSIE during this time.

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.

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Parents are encouraged to raise any concerns directly with the School, if necessary, using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish

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 mental or physical 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
- 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.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ('DSL').

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 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. Any views and feedback from the child will always be listened to. 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.

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 DDSLs should be considering the context within which such incidents and or behaviours occur.

The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

What staff should do if they have concerns about a child

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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. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. 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.

The School's Local Safeguarding Children Executive is Berkshire West Safeguarding Children Partnership. 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 experiencing or is at risk of experiencing family ostracism
- 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.

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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 Partnership 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.

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:

- * 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.

Staff should also ensure that they are aware of the contents of the school's ICT Acceptable Use Policy for Workers and the Remote Learning Agreements for parents and pupils, which give details of the safeguards that should be put in place if a member of staff has a one to one meeting or lesson using online technology, as part of necessary remote teaching.

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 safeguarding concerns about another staff member

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If staff have safeguarding concerns about another staff member (including volunteer or other temporary staff), 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.

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 they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff 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.

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

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What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school will use its own internal and other external resources to support children.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

Staff should speak to the Heads of School and DSL if they have concerns about a pupil.

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.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

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

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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 be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, 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.

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 and the school will take all bullying seriously, especially where it appears to be based on an individual who has protected characteristics under the Equality Act 2010.
- 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 Berkshire West Safeguarding Children Partnership 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 Berkshire West Safeguarding Children Partnership, parents are informed as soon as possible and that the pupils involved are supported during the

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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 Berkshire West Safeguarding Children Partnership 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. The DSL may decide to make a referral to children's social care and/or a report to the police against a victim's wishes (which are considered important in the context sexual violence and sexual harassment.) Victims should be given as much control as is reasonably possible over decisions regarding how any investigation should proceed. The reasons for the next steps 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.
- 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

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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. The school

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 Berkshire West Safeguarding Children Partnership 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 or
- Behaved or may have behaved in a way that indicates they may not be suitable to work 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.

Concerns including 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 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

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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, *Working Together* 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. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse (IICSA)). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

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.

ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE ABOUT SUPPLY STAFF

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply staff provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

In no circumstances will the School decide to cease to use a member of supply staff due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the member of supply staff, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise a member of supply staff being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

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.

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Rebecca Wright, Clare Lawrence, Katie Noonan, Michelle Bullock and Lisa Greetham 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.
- promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff

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.

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*.

The DSL or Deputy DSL should liaise with the Berkshire West Safeguarding Children Partnership and work with other agencies in line with Working Together to Safeguard Children. "NPCC - When to call the police" can assist the DSL or Deputy DSL understand when they should consider calling the police and what to expect when they do.

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to Safeguarding, the 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 Berkshire West Safeguarding Children Partnership.

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 (Children missing from Education Sub Policy)

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- 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 Berkshire West Safeguarding Children Partnership. Training will include online safety and harmful sexual behaviours (including peer sexual violence and harassment). 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 Berkshire West Safeguarding Children Partnership 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*.

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 by staff and the DSL. 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 and opportunities will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

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The School and the Governors will consider the safeguarding and equality implications of this and other policies during their review.

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 Relationships Education and Relationships and Sex Education. The School will have regard to the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education and RSE.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online including material of a terrorist or extremist nature. 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. Internet usage is monitored and 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 using devices connected to the school network or using wifi or mobile data (3G/4G) can be found in the School's Acceptable Use of ICT policy for pupils and the Acceptable Use of ICT Policy for Workers.

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 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.

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.

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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 (which will be recorded on the school's Single Central Register.)

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

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment, Selection Policy and Disclosure Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

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 Pupils and Workers give further details of the permitted use of these devices in the rest of the school. Parents are also subject to restrictions on the use of phones and cameras within the school, at events and within Sandleford.

All members of staff in Sandleford are required to store their devices securely in the Manager's Office during working hours.

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

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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.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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. The use of corporal punishment or the encouragement of corporal punishment by parents is a safeguarding concern.

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. 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.

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Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim

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

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these.

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 abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); 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.

(Where faith communities use ostracism of families as a way of registering disapproval, the school should minimise the impact of this upon children when they are at school, in terms of their treatment by the school or fellow pupils.)

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol

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- 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.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Child sexual exploitation (CSE): CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections or become pregnant.

The DfE has published guidance on this entitled *Child sexual exploitation: guide for practitioners*.

Mental health: all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL or a deputy.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

So called 'honour based' violence or abuse: 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.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

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 or other Honor Based Abuse, 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 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

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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 fm@fco.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. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). 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. These changes will be highlighted during safeguarding training sessions. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

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.

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.

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

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Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

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 West Berkshire 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)¹⁶⁵. In addition, the school will advise the local authority where the pupil is normally resident, if different. 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.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident 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.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

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Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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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><u>Leadership</u> 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"> • Governors • Executive • SLT And JLT • Staff • Students 	<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><u>Partnerships</u> 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><u>Staff Training</u> All staff have sufficient knowledge and confidence to:</p> <ol style="list-style-type: none"> 1) exemplify British Values in their management, teaching and through general behaviours in the school 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 3) have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response 	<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><u>Welfare and pastoral support</u> 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><u>Speakers and Events</u> 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><u>Safety Online</u> 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><u>Site Security</u></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/Estates Manager</p>
<p><u>Safeguarding</u></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><u>Communications</u></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><u>Incident Management</u></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><u>Staff and Volunteers</u></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>

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<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><u>Freedom of Expression</u> 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>	

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Appendix 3- Covid-19

Context and advice

The school will ensure that it responds to all advice given by the Berkshire West Safeguarding Children Partnership and any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

Reporting concerns

Staff and volunteers at the school should follow the normal procedures within the usual prompt timeframes for reporting concerns about a child. The principal and deputy DSLs are contactable by email and by the mobile phone numbers given in the contact table at the start of the policy. Staff and volunteers are also aware that the normal procedures apply for reporting concerns about a staff member or volunteer who may pose a safeguarding risk to children in line with Part 4 of KCSIE. The DSL, or Principal, or Chair of Governors can be contacted as appropriate by email, and if necessary, face to face communication can be arranged.

Staff and volunteers should still be alert for signs of Peer-on-Peer abuse. These may become evident in messages and online conversations rather than face to face. However, as above, 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 in the Peer on Peer abuse paragraph rather than the School's Anti-Bullying and Behaviour policies. This means that a report will be made to the DSL who will decide how to investigate and safeguard the pupils involved.

Children in Need and Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan/child in need plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be expected to attend school unless they have a health condition which prevents them from attending.

Those children who have been assessed as otherwise vulnerable by education providers or the local authority for example those children who are:

- On the edge of receiving support from children's social care
- Adopted
- At risk of becoming NEET (not in employment education or training)
- Living in temporary accommodation
- Young carers

The school will follow up on any absent pupil that they were expecting to attend following the normal procedures and attendance registers.

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In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the DSL will notify their social worker.

The DSL and school will continue to work with all other agencies and work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

The DSL and the appropriate Heads of School will coordinate arrangements to support any children that may be considered vulnerable but do not meet the strict "vulnerable" definition.

Hub schools

The school is aware that any school acting as a "hub school" by collaborating and clustering resources retains responsibility for safeguarding of pupils attending the hub and ensuring that volunteers or other adults are appropriately checked, and risk assessments carried out as needed. Any staff new to the school will be provided with a copy of this Child Protection and Safeguarding Policy and a copy of KCSIE part 1.

The Designated Safeguarding Lead will coordinate the exchange of necessary information between any school educating a St Gabriel's pupil, or any information relating to a pupil joining the school or relevant hub.

The Recruitment, Selection and Disclosure policy and procedures will still apply when new staff join the school during this period, although in line with current Government Guidance identity checking can be carried out via video link or with scanned images for urgent cases. (See link <https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>). The original documents will be checked when the new member of staff attends school in person for the first time. The school will maintain an up to date Single Central Register, and will continue to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult, and continue to consider making referrals to the Teaching Regulation Agency (TRA) where required under KCSIE.

Training

DSL training has been suspended whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Free online Safeguarding training is available for staff working from home.

E-safety

All children not physically attending school and their parents have been issued with a Remote Learning agreement that makes pupils and parents aware of the rights and responsibilities around remote or online learning. The appropriate filters and monitoring systems remain in place on the school systems. Pupils have been made aware that they can report concerns to staff and given details of organisations that give guidance about e-safety. Tutors and pastoral staff will check pupil welfare on a regular basis and be aware of signs of peer-on-peer abuse, cyberbullying or other inappropriate behaviour online from other children or adults. These staff will follow the school's normal procedures and timescales for reporting any concerns to the Designated Safeguarding lead, or appointed deputies.

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Staff have been issued with remote working guidelines that are in line with the school's current Code of Conduct and Behaviour Policy.

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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.
September 2019 (1-2-1)	Redrafted for KCSIE 2019 LCSB renamed as Berkshire West Safeguarding Children Partnership Clarification of local authorities to be informed if pupil is added or removed from admissions register at non-standard transitions Response to Children involved in Serious Crime added Requirement to hold more than one contact number for each pupil added Clarification of record retention relating to allegations against staff EYFS disqualification requirements clarified Added to Appendix 1 - Upskirting, Serious Violence, County Lines, Domestic Abuse, Homelessness, Children and the Court System and Children with Family Members in Prison
November 2019 (1-2-2)	Location of Sandleford staff mobiles during working hours clarified.
March 2020 (1-2-3)	Covid -19 appendix added
September 2020 (1-3-0)	Redrafted for KCSIE 2020, list of referred legislation updated Contact names and numbers table updated Definition of safeguarding and contextual safeguarding updated. Family ostracism added to Early Help. Paragraphs about Children in Need & Child Protection Plans and Mental Health Support added Reference to DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education added Annex 1 -Further details of specific safeguarding issues added, including corporal punishment in physical abuse