



# Owlsmoor Primary School

## Safeguarding and Child Protection Policy

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# 1 Policy Statement

The **purpose** and **scope** of our safeguarding and child protection policy is:

To protect our pupils from harm and provide our pupils, staff, parents/carers, governing body and wider school community with the overarching principles, procedures and good practice within our child centred and coordinated approach to safeguarding and child protection.

We shall strive to achieve this by addressing current legislation (and any amendments to the same), policies and guidance surrounding the protection of children in England and will incorporate:

- The revised Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges September 2023.
- Be read alongside the statutory guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (KCSIE) September 2023.
- In recognition that Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board (BFSB) expectations.
- Consideration of the Human Rights Act 1998, The Children Act 1989 (and 2004 amendment), The Equality Act 2010, Public Sector Equality Duty, statutory guidance on the Prevent duty and female genital mutilation when making individual decisions about pupils.
- Reflects our whole school approach and commitment to safeguarding and child protection.
- Clear procedures to support safeguarding and child protection.
- The underpinning of other relevant policies including attendance, behaviour, staff code of conduct, online safety, low-level concerns, whistleblowing, and our formal complaints procedure (see appendix C).

We recognise that safeguarding is **everybody's** responsibility in our school and the responsibility we have under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 (as amended).

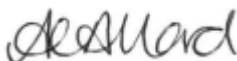
**We believe that** all staff in our school play an important role in identifying concerns early, providing help and support for our pupils, promoting their welfare, and preventing concerns from escalating. We all have a responsibility to support pupils holistically and providing a safe environment in which they can learn.

This policy is publicly available via our website or a copy can be obtained at the school office and is reviewed annually (as a minimum) and will be kept up to date throughout the year, as required.

Signed by Headteacher:



Signed by Chair of Governors:



## 2 Roles and Responsibilities

All staff (including governors) are required to:

- Be able to identify who the head teacher, the Designated Safeguarding Lead (DSL), the safeguarding and child protection governor and the chair of governor is.
- Contribute to providing a safe environment where our pupils can learn and flourish.
- Contribute to supporting the pupils' best outcomes.
- Recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect our pupils.
- Contribute to the preventative and safeguarding education embedding throughout our curriculum.
- Respond in accordance with our zero-tolerance approach to any sexual violence and sexual harassment, and to any indirect or direct discrimination of any kind.
- Be aware of indicators of the different forms of abuse and neglect, and any other safeguarding issues that are prevalent at a local, contextual, or national scale at the time.
- Respond to safeguarding and child protection concerns promptly, and in line with the procedures outlined in this policy and local child protection procedures, ensuring quality and secure record keeping and effective collaboration with other agencies.

All staff who work directly with pupils will read and understand Part 1 and Annex B of KCSIE 2023 guidance. This also applies to the governing body. Staff who do not work directly with pupils will read and understand part 1 or annex A of this guidance. All staff will read and understand our staff code of conduct.

The Designated Safeguarding Lead (DSL) will take lead responsibility for safeguarding and child protection (including online safety and our systems for filtering and monitoring on school devices and school networks to keep pupils safe online). The full responsibilities of the DSL are set out in their job description, but this includes:

- Making sure all staff are aware how to raise safeguarding concerns.
- Ensuring all staff understand the symptoms of child abuse and neglect.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- A good understanding of local, contextual, and national safeguarding issues including child-on-child abuse, harmful sexual behaviour and the local response and support available to support all pupils involved in sexual violence and sexual harassment.
- Taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so.
- Monitoring pupils on the safeguarding list, including those who are receiving early help, a child protection plan, child in need plan and a child looked after.
- Contributing to the assessment of pupils.
- Keeping the headteacher informed of any safeguarding issues arising.

The DSL is supported by the Deputy Designated Safeguarding Lead(s) (DDSL) and the DDSL(s) will fulfil the role of DSL in their absence.

## The Governing Body

The governing body fully recognises its responsibilities that they have in keeping pupils safe, this is set out in KCSIE (2023) and in the Governance Handbook. In summary this includes:

- The safeguarding policies and procedures in our school are effective and comply with current legislation.
- All staff understand their roles and responsibilities and are able to discharge them.
- The board has sufficient knowledge and capacity to fulfil its safeguarding responsibilities.
- A safeguarding governor is appointed to take leadership responsibility for safeguarding arrangements in their school. Employees of the school, therefore, *should not* take up this role, nor should associate board members.

In addition, our governors will:

- Read and understand KCSIE (2023) in its entirety. This is because the governing board as a whole is responsible for safeguarding, and making sure our policies, procedures and training are compliant. Governors need to be familiar with KCSIE (2023) in order to monitor our school effectively and this statutory guidance is updated annually.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness and in line with DfE's filtering and monitoring standards and cyber security standards.
- Ensure an annual report is presented to the full governing body. This will include a section 11 self-assessment audit of safeguarding arrangements for the school.
- Seek assurances that all external providers have all the necessary safeguarding documentation in place including: a safeguarding policy (if not, are happy to follow ours; record of staff reading and understanding KCSIE; Sufficient safeguarding training and evidence of.

## Training

The school will raise staff awareness and incorporate signs of abuse, neglect, specific safeguarding issues and online safety, including filtering and monitoring into briefings, staff induction training, and ongoing development training to all staff and governors.

Universal Safeguarding Training for all staff will take place every three years, formally by an external approved provider but safeguarding training and awareness will take place regularly and at least annually throughout the academic year. This will include dissemination of key information from the DSL and DDSL(s), such as from DSL network meetings and briefings. Staff will complete and keep up to date with other key safeguarding training including, Prevent, Female Genital Mutilation (FGM) and Safer Recruitment.

The DSL and DDSL(s) will have undertaken, as a minimum, the 'Targeted Designated Safeguarding Lead Training' by an external approved provider. This will be updated every two years in accordance with guidance. Our governors will complete the Safeguarding for Governors every three years, prevent and safer recruitment training.

### 3 Key Contacts @owlsmoorprimary.com

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	<b>Beth Sneddon</b>	<a href="mailto:senco@owlsmoorprimary.com">senco@owlsmoorprimary.com</a>
Deputy Designated Safeguarding Lead (DDSL)	<b>Simon Cope Laura Warner Cath Jones Tina Shepherd</b>	<a href="mailto:head@owlsmoorprimary.com">head@owlsmoorprimary.com</a> <a href="mailto:lwarner@owlsmoorprimary.com">lwarner@owlsmoorprimary.com</a> <a href="mailto:cjones@owlsmoorprimary.com">cjones@owlsmoorprimary.com</a> <a href="mailto:tshepherd@owlsmoorprimary.com">tshepherd@owlsmoorprimary.com</a>
Members of staff who have also received the Designated Person training	<b>Linda Layton-Matthews  Helen Toal Pam Gardiner Nicky Hadley Mani Panesar (to complete this term)</b>	<a href="mailto:llmatthews@owlsmoorprimary.com">llmatthews@owlsmoorprimary.com</a>  <a href="mailto:htoal@owlsmoorprimary.com">htoal@owlsmoorprimary.com</a> <a href="mailto:pgardiner@owlsmoorprimary.com">pgardiner@owlsmoorprimary.com</a> <a href="mailto:nhadley@owlsmoorprimary.com">nhadley@owlsmoorprimary.com</a> <a href="mailto:mpanisar@owlsmoorprimary.com">mpanisar@owlsmoorprimary.com</a>
Chair of Governors	<b>Angela Allard</b>	<a href="mailto:aallard@owlsmoorprimary.com">aallard@owlsmoorprimary.com</a>
Nominated Safeguarding and Child Protection Governor	<b>Liam Bugg</b>	<a href="mailto:lbugg@owlsmoorprimary.com">lbugg@owlsmoorprimary.com</a>
Special Educational Needs and Disabilities Lead (SENCO)	<b>Christina Fromont</b>	<a href="mailto:cfromont@owlsmoorprimary.com">cfromont@owlsmoorprimary.com</a>
Local Authority Designated Officer (LADO)	Alison Small	<a href="mailto:lado@bracknell-forest.gov.uk">lado@bracknell-forest.gov.uk</a> 01344 351572
Children's Social Care – for reporting concerns	MASH	<a href="mailto:mash@bracknell-forest.gov.uk">mash@bracknell-forest.gov.uk</a> 01344 352005
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Prevent		<a href="mailto:preventreferralsbracknell@thamesvalley.pnn.police.uk">preventreferralsbracknell@thamesvalley.pnn.police.uk</a>  <a href="https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0">https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0</a>
Bracknell Forest Safeguarding Board (BFSB)		<a href="#">Bracknell Forest Safeguarding Board</a>

Bracknell Forest Council Education Safeguarding Team		<a href="mailto:safeguarding.ourschools@bracknell-forest.gov.uk">safeguarding.ourschools@bracknell-forest.gov.uk</a> 01344 354078
Virtual School		<a href="mailto:virtual.school@bracknell-forest.gov.uk">virtual.school@bracknell-forest.gov.uk</a> 01344 352777
Make Safe		<a href="mailto:makesafe@bracknell-forest.gov.uk">makesafe@bracknell-forest.gov.uk</a> 01344352020

## 4 Procedures

Our procedures are in accordance with the relevant statutory guidance including:

- KCSIE (2023)
- Working Together to Safeguard Children (2018)
- The Prevent Duty
- The Berkshire LSCB Child Protection Procedures

To support our safeguarding and child protection procedures the key contacts information on page 6 will be regularly communicated to our pupils, staff, parents/carers and governors.

Procedures in this policy are supported by other school policies (appendix D) and our approach to safeguarding of “**it could happen here**”. Our ethos is child-centred, and decisions are made in the best interests of the child.

In all cases, if staff are unsure, they should always speak to the DSL, DDSL(s) or headteacher (names on p6).

Our commitment to safeguarding our pupils and supporting our staff in their safeguarding responsibility applies during the school day, before and after school activities (on or off school site), and when our school facilities are used by another provider, such as a football coach.

Activities directly run under the supervision or management of school staff, the school’s arrangements for safeguarding and child protection as written in this policy apply.

Where services or activities are provided separately by another body, the governing body will seek assurances that the provider concerned meets the requirements of keeping children safe in out-of-school settings, that they have appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate. This will be included in a lease/licence or hire agreement, and any failure to comply would lead to termination of the agreement. If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

## **5 Confidentiality and Information Sharing**

We recognise that the Data Protection Act (DPA) 2018 and UK GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe and that timely information sharing is essential to effective safeguarding.

We will ensure that our confidentiality protocols are in line with the following guidance: [Information sharing: advice for practitioners \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/information-sharing-advice-for-practitioners.pdf)

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents/carers to see child protection records, they will refer the request to the DSL or Headteacher.

We will ensure that the information is only disclosed on a 'need to know' basis, including Domestic Abuse notifications.

### **Record Keeping**

Using CPOMs, we will keep accurate, written records of all concerns about pupils (noting the date, location, details of the incident, actions taken, decisions reached and the outcome).

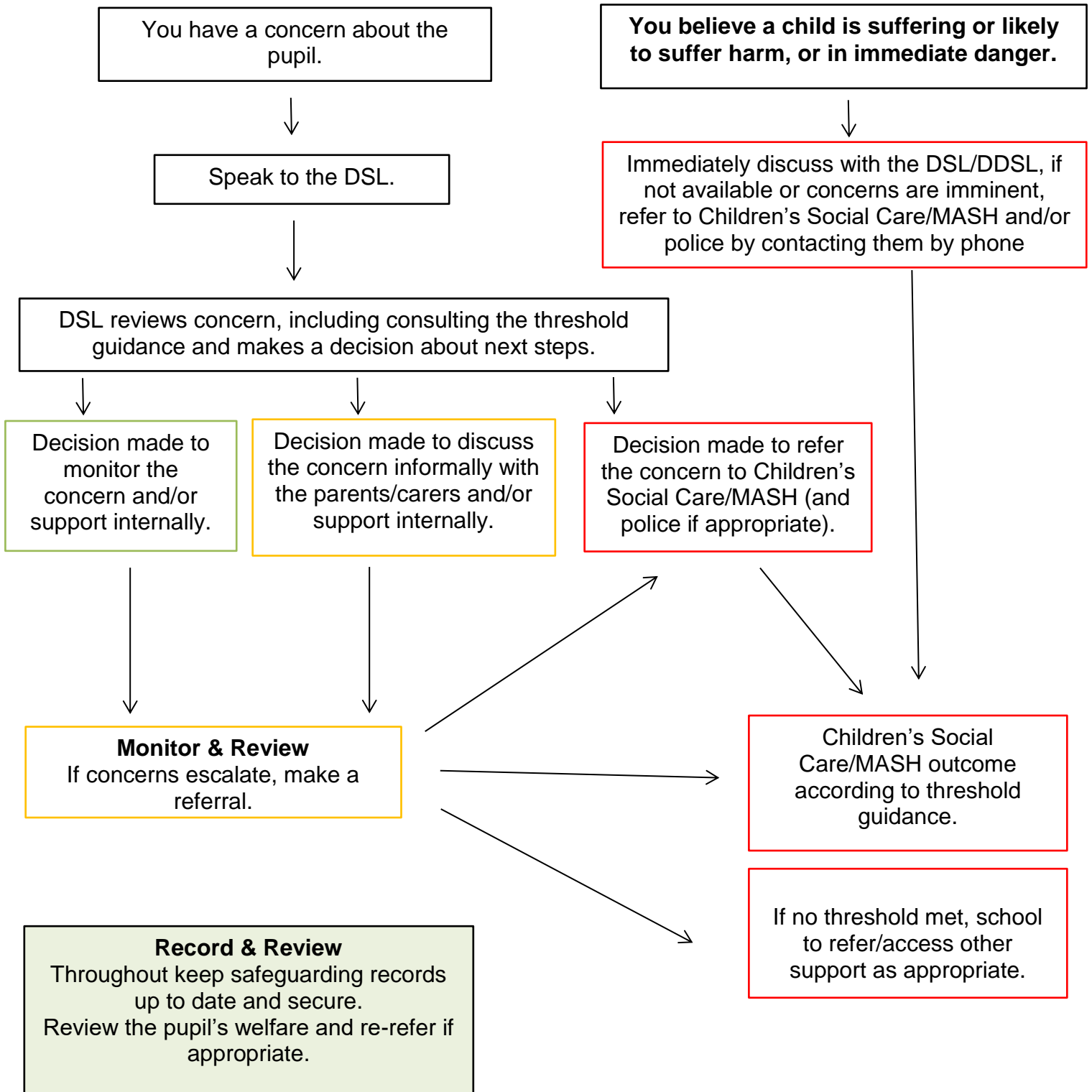
We will ensure concerns and referral records are kept securely, in a separate child protection file for each child.

All relevant child protection records are sent to the receiving school or establishment within 5 days for an in-year transfer or within the first 5 days of the start of a new term when a pupil moves schools. These will be sent securely and separately from the main pupil file, and a confirmation receipt will be obtained.



## 6 Procedure for when you are concerned about a pupil.

We define safeguarding as: protecting children from maltreatment, ensuring they can develop mentally, physically and socially in a safe environment, further enabling them to have the best outcomes. Staff will take action and act immediately and appropriately if they have any concerns about a child.



## 7 Procedure for FGM, Radicalisation and Mental Health

There is an FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). FGM is illegal in the UK and a form of child abuse.

The Prevent Duty (under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015)) requires schools to have due regard to those who may be susceptible to being drawn into terrorism, extremist ideology, and racialisation.

Schools have an important role to play in supporting the mental health and wellbeing of their 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.

FGM	Radicalisation	Mental Health
<p>If you discover that FGM has taken place, or a pupil is at risk of FGM <b>any teacher must immediately report this to the police</b>. Following this, contact will then be made to Children's Social Care.</p> <p>Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.</p> <p><b>Any other member of staff</b> who discovers that an act of FGM appears to have been carried out they must speak to the DSL and follow our local safeguarding procedure.</p> <p><b>Any member of staff</b> who suspects a pupil is <i>at risk</i> of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.</p>	<p>If there is an immediate threat, call 999.</p> <p>If you have concerns that a pupil may be at risk of radicalisation, discuss this with the DSL immediately.</p> <p>This may then include making a Prevent referral  <a href="mailto:preventreferralsbracknell@thamesvalley.pnn.police.uk">preventreferralsbracknell@thamesvalley.pnn.police.uk</a>.</p> <p>For further information visit <a href="http://Preventing violent extremism   Bracknell Forest Council">Preventing violent extremism   Bracknell Forest Council</a> (<a href="http://bracknell-forest.gov.uk">bracknell-forest.gov.uk</a>)</p> <p>And/or contact <a href="mailto:justin.whitlock@bracknell-forest.gov.uk">justin.whitlock@bracknell-forest.gov.uk</a> for further advice.</p>	<p>If you have a mental health concern about a pupil that is also a safeguarding concern and/or the wider safeguarding concern is further impacting on the pupil's mental health, follow the process on page 9.</p> <p>If you have a mental health concern that is <b>not</b> also a safeguarding concern, speak to the DSL to agree a course of action.</p>

## 8 Child-on-Child Abuse

Our zero-tolerance approach to any form of child-on-child abuse is supported by Child Protection and Safeguarding Policy, PSHE curriculum, Behaviour Policy, Whistle Blowing Policy and Low-Level Concern Policy.

All staff recognise that children can abuse their peers (both online and offline) including, bullying, abuse in intimate personal relationships between children, physical abuse, sexual abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting, initiation/hazing type violence and rituals.

If a concern is raised relating to the nudes/semi nudes, we will respond in accordance with [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

We recognise that some groups are potentially more at risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk. Pupils with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers and we offer additional support for these pupils, this includes:

We have a large amount of level two trained staff, we have regular training on safeguarding practice, we have safe spaces and deliver a wide range of therapeutic interventions.

Safeguarding concerns involving pupils with SEND will require close liaison with the DSL and/or DDSL and the Inclusion Manager and the SENDCo.

### **Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour**

We will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. We are clear that sexual abuse, violence and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

### **Procedure for child-on-child abuse**

We will follow the procedure on page 9, but we will ensure in all cases:

- The DSL is informed.
- Our response to child-on-child abuse will be immediate and supportive for all involved, and we will work key agencies if appropriate to mitigate any further risks (such as; parents/carers, Police, Children's Social Care).
- We will reassure victims that they are taken seriously and will be supported and kept safe.
- A risk assessment if appropriate will be created for all involved.
- All safeguarding issues and incidents are recorded on CPOMs.

## 9 Online Safety

Our approach to online safety is based on addressing the four categories of risk:

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

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

### Online Safety Procedure

- If staff have safeguarding concerns linked with online safety and/or filtering and monitoring, they must report these to the DSL promptly.
- This will then be recorded appropriately on our pupil recording system and online safety and filtering and monitoring log.

This is supported by:

- The DSL, SLT, Governors, and IT provider have a lead role in the effectiveness of our filtering and monitoring but this is supported by our whole school community.
- We have robust processes (including filtering and monitoring systems).
- We protect and educate the whole school community in its responsible and safe use of technology, including mobile and smart technology.
- We set clear guidelines for the use of mobile phones for the whole school community.
- We establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- We regularly reviewing our filtering and monitoring systems (at least annually).
- Meeting the filtering and monitoring standards [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- Meeting the cyber security standards [Cyber security training for school staff - NCSC.GOV.UK](#)
- Regular staff training (at induction and throughout the year) on online safety, safeguarding issues linked to the online world and filtering and monitoring.
- Regular online safety education for staff, pupils and parents/carers.
- We communicate to our parents/carers on online safety and filtering and monitoring.

## 10 Other important procedures

### Attendance

We will closely monitor the attendance of all our pupils, but specifically those pupils with additional vulnerability factors. We will monitor attendance in a continuum for example, those that absent from school, persistently absent and those that missing in education.

For more information see our attendance policy  
<https://www.owlsmoorprimary.com/page/?title=Key+Information&pid=107>

We will closely work with Bracknell Forest Education Welfare Service regarding attendance.

When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance.

### Exploitation

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of child abuse and if we suspect a pupil is being exploited, we will respond immediately which can include:

- Contacting the Police and/or Children's Social Care
- Completing the exploitation tool and sending this to the Bracknell Forest Make Safe Team (this is accessible under the 'Downloadable Resources' on the [Safeguarding our Schools Can Do Page](#))

### Critical Incidents, including a child death

In the event of a critical incident, we will take immediate action which will include contacting the Bracknell Forest MASH team, to ensure an appropriate, multi-agency response. If we are aware of a child death (whether expected or unexpected), we will contact the MASH team and respond in line with the [Child Death Overview Panel | Bracknell Forest Council \(bracknell-forest.gov.uk\)](#) and [Child Death Overview Panel - schools bereavement pack \(bracknell-forest.gov.uk\)](#).

## 11 Working Together

We will take an active role and work collaboratively with key agencies regarding child protection, safeguarding, education and welfare matters, including attendance and providing written reports at child protection conferences and core groups.

Local key agencies include:

- Safeguarding our Schools Team
- Education Welfare Service
- Youth Justice Team
- Bracknell Forest Multi-Agency Safeguarding Hub
- Children's Social Care
- Alternate Provision Providers
- SEMH Inclusion Team
- BFC Special Education Needs Department
- Virtual School
- The Make Safe Team
- The Police
- LADO
- Child and Adolescent Mental Health Services (CAMHS)

For those pupils who have a social worker, we will notify Children's Social Care if:

- An exclusion is a possible next step.
- If there are unauthorised absence or missing education where there are known safeguarding risks.
- There is a change in the pupil's behaviour and/or circumstances that raises safeguarding concerns.
- The provision in place requires review.

The statutory duty of the Virtual School is to promote the educational achievement of children looked after and previously looked after. As a school, we will work collaboratively with the Virtual School to improve the educational outcomes (monitoring attainment, attendance and progress and ensuring the Personal Education Planning meetings take place) for these pupils. We will work with the Virtual School and partners to raise the attainment and aspirations of children who have or have had a social worker previously. We will communicate in a timely manner with the Virtual School regarding attendance concerns, including if a fixed term exclusion is a possible next step.

School will be aware of the requirement for children to have an Appropriate Adult while being questioned or detained by the Police (Police statutory guidance, PACE Code C 2019).

We will follow Resolving Professional Difference of Opinion and Escalation policy as necessary [https://proceduresonline.com/berks/bracknell/p\\_conflict\\_res.html](https://proceduresonline.com/berks/bracknell/p_conflict_res.html), to ensure we can learn and understand the decision-making process of other agencies as well as challenge sensitively to ensure our pupil's welfare and safety is paramount.

## **Communication with Parents/Carers**

We will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection.
- Undertake appropriate discussion with parents/carers, including prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents/carers could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.
- Regularly communicate key safeguarding education relevant to parents/carers, including how to support their child in being safe at school, in the community and online. We will also make them aware of our filtering and monitoring systems.

## 12 Safer Recruitment, low-level concerns, and allegations against staff

We will operate safer recruitment practices including ensuring appropriate DBS, identity checks and reference checks for all staff and volunteers are undertaken according to the government statutory guidance in part three and part four of KCSIE (2023) and the **Local Authority's Safer Recruitment Toolkit** (accessible on Can Do).

One member of staff on the recruitment panel will have completed safer recruitment training and the school will consider digital screening of all potential new staff at the shortlisting stage in accordance with Safer Recruitment.

We will adhere to the School Low Level Concerns policy where there may be a concern regarding a member of staff, supply staff, volunteer, or contractor when:

- The concern may be inconsistent with the staff code of conduct.
- The concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The purpose of this low level concerns policy is to embed a culture of openness, trust, and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

If we are in any doubt as to whether the information which has been shared about a member of staff conduct, low-level concern or whether this meets the harm threshold, we will consult with Bracknell Forest Council Schools HR and the LADO as appropriate.

We will ensure that all staff read and understand our staff code of conduct, low level concerns policies and whistleblowing policy.

Low-level concerns should be reported to the Head Teacher. Low-level concerns and allegations against staff will be recorded securely and will be managed confidentially, and on a need-to-know basis only.

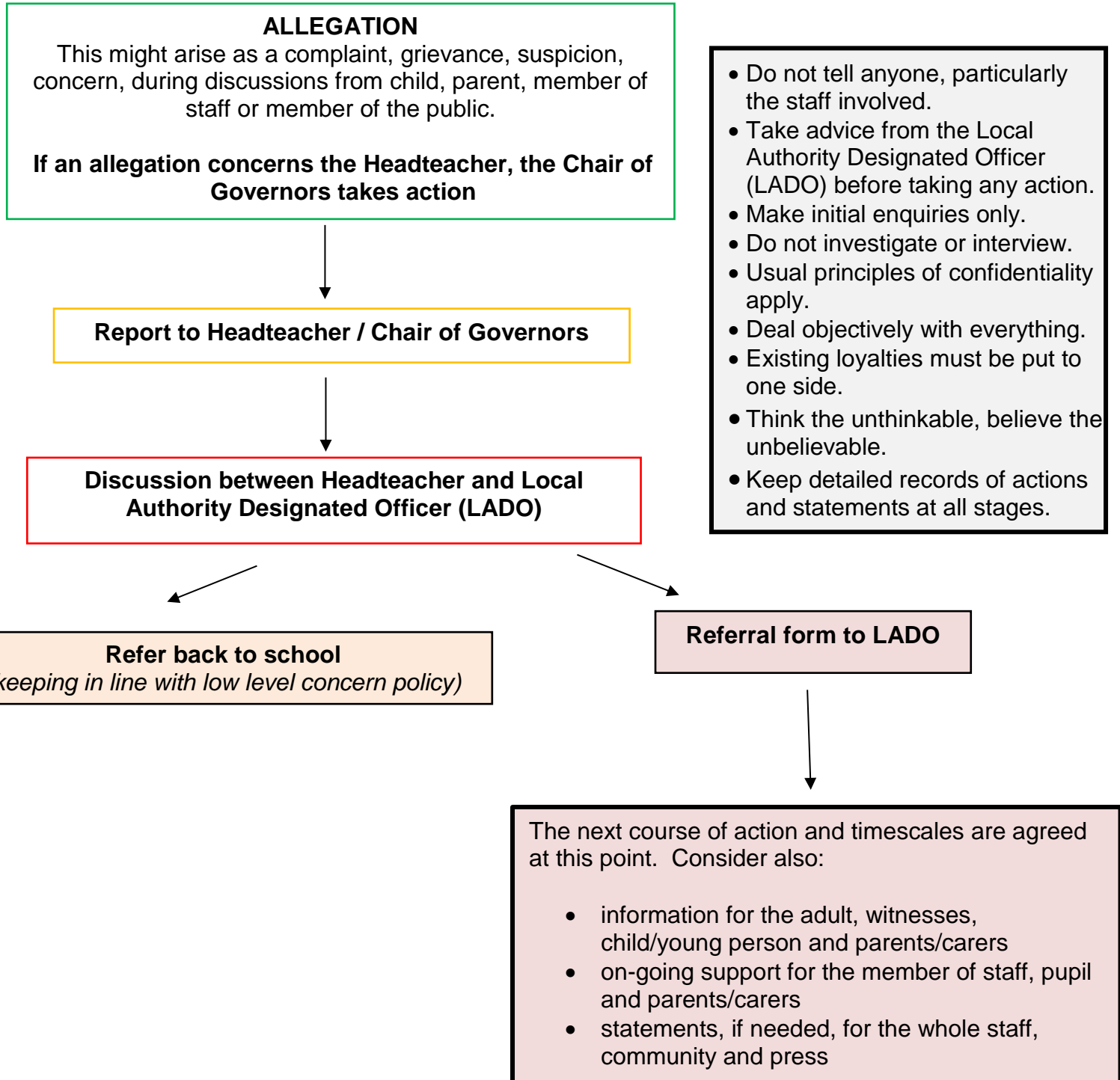
All staff and volunteers will be aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, is via school devices and platforms only and that communication is transparent and takes place within clear and explicit professional boundaries and are open to scrutiny.



### 13 Procedure for managing safeguarding concerns and allegations made about staff, including supply teachers, volunteers, contractors and out-of-school setting providers.

All staff must know how to recognise an allegation and who to report to.



NSPCC Whistleblowing  
Helpline 0800 028 0285

## 14 Appendix A

### **Abuse and Neglect (extracted from Keeping Children Safe in Education (2023))**

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**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, for example, 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.

**All staff are aware that child sexual and child criminal exploitation are forms of child abuse.**

## 15 Appendix B

### Linked policies (this is not intended to be an exhaustive list):

- Attendance policy
- Behaviour policy
- Children absent from education policy and procedures
- Complaints procedure
- Equalities policy
- Health and safety policy and other linked policies and risk assessments, including first aid
- Information governance/data protection policy
- Low level concerns policy
- Medical conditions & administration of medicines policy
- Mobile phone and smart technology policy
- Offsite activities and educational visits policy and risk assessments
- Online safety policy (including filtering and monitoring)
- Personal & intimate care policy
- Physical education and sports guidance
- Positive handling and physical intervention policy and guidance
- Premises inspection checklist
- PSHE policy
- Relationships and sex education policy
- Safer Recruitment
- Special educational needs and disabilities policy
- Staff code of conduct/behaviour policy
- Staff disciplinary policy and procedures/disciplinary rules
- Whistleblowing policy

## 16 Appendix C

**Specific Safeguarding Issues** (this is not an exhaustive list, please refer to Keeping Children Safe in Education, in particular Annex B)

Bullying including cyber bullying  
Child abduction and community safety incidents  
Child Sexual Exploitation (CSE)  
Child Criminal Exploitation (CCE)  
Children and the court system  
Children missing from Education  
Children of substance misusing parents/carers  
County lines  
Domestic abuse  
Substance abuse  
Fabricated or induced illness  
Formal complaint policy  
Children with family members in prison  
Faith abuse  
Female Genital Mutilation (FGM)  
Forced Marriage Gangs and Youth Violence  
Gang Activity  
Gender based violence/violence against women and girls (VAWG)  
Hate crime  
Mental health  
Homelessness  
Health and well-being  
So called 'Honour-based' abuse  
Child-on-Child abuse  
Consensual and non-consensual sharing of indecent images/nude/semi-nude images/videos  
Sexual violence and sexual harassment between children in schools  
Private fostering  
Preventing radicalisation (The Prevent Duty)  
Online abuse including indecent images/nude/semi-nude images/videos  
Teenage relationship abuse  
Trafficking  
Missing children and vulnerable adults  
Child sexual abuse within the family  
Poor parenting, particularly in relation to babies and young children  
Serious violence  
Cyber crime

## 17 Appendix D

Links to Further Guidance:

[Governance Handbook 2020 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Berkshire Child Protection Procedures – <http://berks.proceduresonline.com/>

Bracknell Forest Safeguarding Board – [Bracknell Forest Safeguarding Board](#)

Bracknell Forest Threshold Guidance [Microsoft Word - BF Childrens Thresholds Guidance Feb 2021.docx \(bracknellforestsafeguarding.org.uk\)](#)

DfE Keeping Children Safe in Education (September 2023)  
[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DfE Teaching Online safety in Schools (June 2019)  
[DfE external document template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

DfE harmful online challenges and hoaxes [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Home Office Criminal Exploitation of children and vulnerable adults: County Lines guidance (Sep 2018)  
[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Keeping children safe: code of practice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) –  
[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

NSPCC Harmful Sexual Behaviour Framework  
<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Prevent Duty Guidance and Advice for schools and childcare providers  
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Serious Violence Home Office Strategy  
<https://www.gov.uk/government/publications/serious-violence-strategy>

**21 Safeguarding and Child Protection Policy**

Special educational needs and disability code of practice: 0 to 25 years  
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

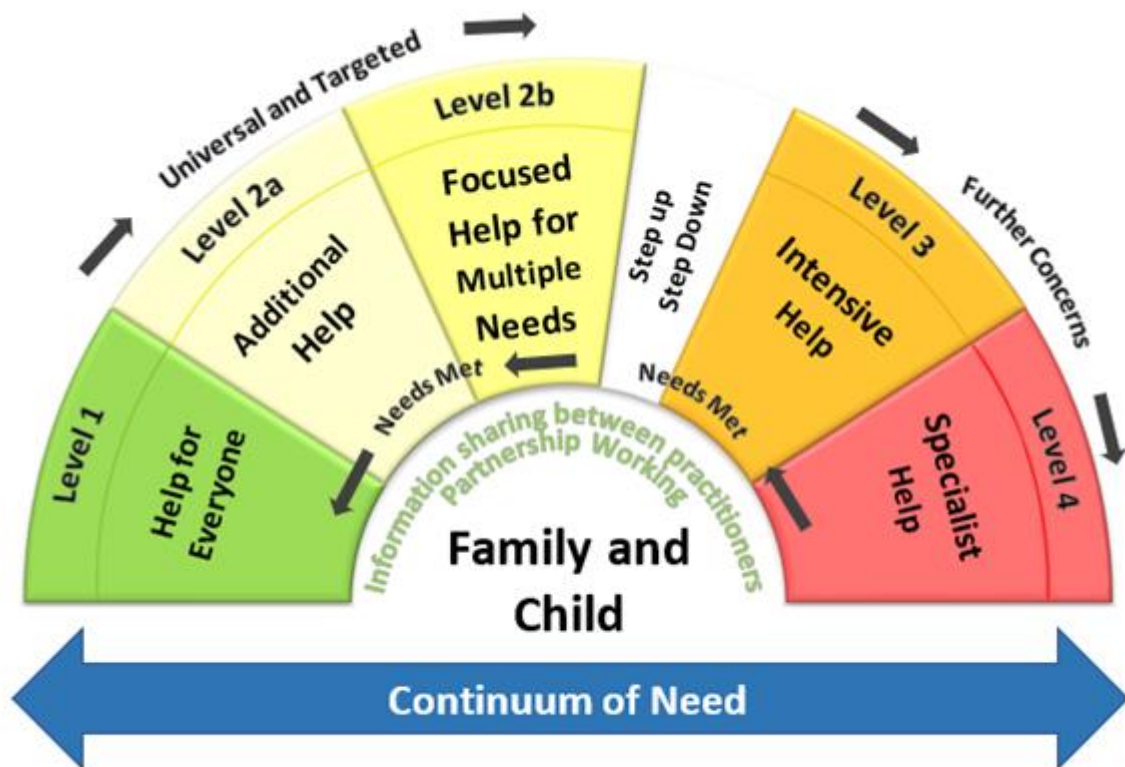
UKCCIS Education for a Connected World (2020)  
[Education for a Connected World \(publishing.service.gov.uk\)](#)

UKCCIS Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people  
[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) - [Stat guidance template \(publishing.service.gov.uk\)](#)

[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#)

Working Together to Safeguard Children (July 2018) [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](#)



### Continuum of Need:

The terms 'step up' and 'step down' are commonly used to describe children moving between levels of need and are used within the guidance to describe the process by which children's needs can change.

Children's and young people's situations and needs can change unexpectedly, and this means that practitioners should be familiar with the continuum of need so that if and when a child's needs change due to a reduced or increased level of concern, then they do not fall between the services. Instead, children are held safely in the transition from one service/step to another. Wherever possible, a successful intervention should result in a safe step down to universal services.

### Level 1: Help for everyone:

All children and families using widely available universal services in the community to help them to learn, progress and develop to their full potential. The majority of children living in West Berkshire require support from universal services alone. Children at this level have no additional needs; all their health and developmental needs will be met by universal services. These are children who consistently receive child focused caregiving from their parents or carers.

### **Level 2a: Additional Help:**

Some children will have additional needs. Their health and development may be adversely affected and would benefit from extra help in order to make the best of their life chances. These children require additional support usually from a single agency to address the concern that has been identified. This may include children with disabilities accessing universal short breaks with support or targeted short breaks. The My Family Plan is one of a number of useful tools that should be used to track and assess the impact of the support offered to the child.

### **Level 2b: Focused help for multiple needs:**

Children whose needs/requirement for help are of greater depth and significance and must be met or their health, social development or educational attainment may be impaired without support, which may lead to long-term poor outcomes. Children are vulnerable and may be living with considerable adversity, including SEN and/or disabilities. This is the level at which there is a need for a clear coordinated multi-agency response and a referral to the Early Response Hub in the Contact, Advice and Assessment Service may be appropriate. This could lead the initiation of a support plan, My Family Plan or targeted intervention. Targeted packages of outcome focused support should be considered.

### **Level 3: Intensive help:**

These are children who are unlikely to achieve or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of services; including children who are disabled. They may require longer term intervention from statutory, specialist or integrated targeted services. The My Family Plan can be used as supporting evidence to gain specialist or targeted support. This is the threshold for a statutory assessment led by children's social care under section 17, Children Act 1989.

### **Level 4: Specialist help:**

Children who are living in circumstances where they are suffering or are likely to suffer significant harm, where the young person themselves may pose a risk of serious harm to others or where there are complex needs in relation to disability and may require a more specialist intervention. Children and young people will be referred to children's social care and dealt with under section 47, 20 or 31 of the Children Act 1989. This will also include children who have been remanded into custody and statutory youth offending services.