

# **NEWBOLD SCHOOL**

## **Child Protection and Safeguarding Policy**

(Written using guidance from Bracknell Forest Borough Council and Andrew Hall)

This policy was ratified on

September, 2019

and will be reviewed in

September, 2020, (or before, if changes in government policy occur)

Signed by the Headteacher, J Crissey  
Who is also the Designated Lead Person.

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Chair of Governors, Pastor M Ghioalda

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# **NEWBOLD SCHOOL**

**Current Designated Officer:** **Mrs J. Crissey (Headteacher)**

**Designated Lead Practitioner:** **Mrs M. Jennings (F1)**

**Chair of Governors** **(Chair of Governors, Pastor M Ghioalda)**

**Vice Chair of Governors** **(Mrs E Hole)**

**LADO (Local Authority Designated Officer) - Emma Langdon (01344 351289)**

**Children's Services, Bracknell:** (8.30am to 5.00pm Mon-Fri Tel: **01344 352002**

Emergency Duty Team (5.00pm - 9.00am Mon-Fri, 24 hrs on weekends and bank holidays)Tel: 01344 786543

**MASH Team: 01344 352005**

Text: 07867 907 877 (for clients with hearing problems)

## INTRODUCTION

At Newbold School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

Newbold School fully recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care (Designated Person for Child Protection to refer).

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors, teaching assistants, lunchtime supervisors, secretaries as well as teachers, can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures and takes into account advice/information given in government publications *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

**There are four main elements to our policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

**PROCEDURES** for identifying and reporting cases or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

**SUPPORTING VULNERABLE CHILDREN**, those who may have been abused or witnessed violence towards others.

**PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** through safer recruitment practices.

## **PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with trusted adults help to protect children.

The school will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to;

- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and that their concerns will be taken seriously and acted upon appropriately;

- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse, both in the real and the virtual world, and informs them about who to turn to for help;

- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, Female Genital Mutilation, Breast Ironing, Extremism and Radicalisation, Honour-based Violence, Coersive Control, County Lines, Peer on Peer Abuse, Sexual Violence/Harassment between children. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues, e.g. information from Designated Lead meetings to be disseminated to the rest of the staff.

## **PROCEDURES**

We will follow the procedures set out in the Berkshire LSCB Child Protection Procedures. A copy of these procedures can be found on <http://berks.proceduresonline.com>

The school's safeguarding team are identified as follows:

**The Designated Senior Member of Staff for Child Protection is Mrs J Crissey, Headteacher**

**The Deputy Designated Senior Member of Staff for Child Protection is Mrs M Jennings, Early Years Manager**

**The safeguarding team second deputy is Miss S Owens**

**The Designated Governor for Safeguarding and Child Protection is jointly held by Ms P Bold, Mr E Clark**

**Our Chair of Governors is Pastor M Ghioalda**

**The school will:**

Ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the targeted child protection training course run by representatives of the local authority (Mrs J Crissey is that person). In addition there will be one other member of staff with targeted safeguarding training and a third safeguarding team member, who will form part of the school's safeguarding team. All members will be fully informed of any safeguarding issues and will discuss actions and desired outcomes together.

We will

Ensure that this training is updated every two years in accordance with government guidance,

Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need

Ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction (see photo display in the foyer and in staffroom).

- Pictures and titles of the designated members of staff are on display in the foyer and also the school staffroom so parents, visitors and staff have a clear indication of the identity of said designated staff members.
- Governors are told who the designated members of staff are through electronic circulation of the policy and through discussions at our governors' meetings.
- New staff and volunteers are given safeguarding information, including the names and contacts of the designated members of staff

Ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available and will have ready access to the Bracknell-Forest Local Safeguarding Children Board Cue Card.

Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)

Ensure there is a nominated governor for safeguarding and child protection who has undertaken appropriate training.

Ensure every member of staff and every governor knows:

- the name of the designated person/s and their role,
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a pupil

- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the local Child Protection Procedures

Provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum (with an annual refresher), so that they are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including child sexual exploitation, female genital mutilation, extremism and radicalisation.
- the need to record concerns
- how to support and respond to a child who discloses abuse

ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy,

Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus and on the website,

Ensure that this policy is available publicly via the school website ***www.newboldschool.co.uk..***

### **Liaison with Other Agencies**

#### **The school will:**

Work to develop effective links with relevant services to promote the safety and welfare of all pupils

Co-operate as required, in line with the DfE Working Together to Safeguard Children (2018) and Keeping Children Safe in education (2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

Notify Children's Social Care immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

## **Record Keeping**

The school will:

Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately

Ensure all records are kept securely and in a locked location - separate from the main pupil file

Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools. These will be sent in a separate sealed envelope from the file and marked for the attention of the Designated Child Protection Lead.

## **Confidentiality and information sharing**

Child protection information will be stored and handled in line with the General Data Protection Regulations, 2018. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

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



The school will consider the following question process, (in accordance with the DfE's Guidance on Information Sharing for practitioners and managers) when asked to share confidential information:

1. Is there a clear and legitimate purpose for sharing information? (If Yes – see next question) • (If not, do not share)
2. Does the information enable an individual to be identified? If yes, see next question. If no, you can share but should consider how
3. Is the information confidential? If Yes – see next question. If No – you can share but should consider how
4. Do you have consent? If Yes – you can share but should consider how • If No – see next question
5. Is there another reason to share information such as to fulfil a public function or to protect the vital interests of the information subject? • Yes – you can share but should consider how • No – do not share

### **How information should be shared.**

1. Identify how much information to share •
2. Distinguish fact from opinion •
3. Ensure that you are giving the right information to the right individual •
4. Ensure where possible that you are sharing the information securely
5. Inform the individual that the information has been shared if they were not aware of this, as long as this would not create or increase risk of harm
6. All information sharing decisions and reasons must be recorded in line with your organisation or local procedures. If at any stage you are unsure about how or when to share information, you should seek advice and ensure that the outcome of the discussion is recorded. If there are concerns that a child is suffering or likely to suffer harm, then follow the relevant procedures without delay

\* Information sharing: Guidance for practitioners and managers is available from the Department of Education. [www.education.gov.uk](http://www.education.gov.uk)

Ensure that the Headteacher or Designated Person will only disclose any information about a pupil to other members of staff outside the safeguarding team on a 'need to know' basis, including Domestic Violence notifications

Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children

Ensure staff are clear with children that they cannot promise to keep secrets. (See school's privacy policy)

## **Communication with Parents/Carers**

The school will:

Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

## **SUPPORTING VULNERABLE CHILDREN**

We recognise that when children endure abuse or witness violence, this is likely to have an adverse impact on those children, which may last into adulthood without appropriate intervention and support.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

### **The school will support the pupil through:**

Curricular opportunities to encourage self-esteem and self-motivation

An ethos that actively promotes a positive, supportive and safe environment and values the whole community

The school's behaviour policy and equality policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure

that the pupil knows poor behaviour is unacceptable but she/he is still valued and is not to be blamed for any abuse which has happened to her/him.

Liaison with agencies that support the pupil, such as the Behaviour Support Team, Children's Social Care, Child and Adolescent Mental Health Services or other agencies as deemed appropriate. (Recognising that Newbold School receives no funding for such services in excess of the modest fees charged, any costs involved in the aforementioned agencies must be met by the parents).

A commitment to develop productive and supportive relationships with parents/carers

Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers. The school has signed up to ENCompass to receive information on any domestic incidents that has involved the police so that the child is supported in school.

Monitoring and supporting pupils' welfare, keeping records and notifying Social Care in accordance with the Berkshire LSCB Child Protection Procedures

Ensuring when a child, who is subject to a child-protection or child-in-need plan leaves, information is transferred to the new school immediately. The Child Protection Review Manager and Named Social Worker will also be informed.

### **Children Missing Education (CME)**

When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance. The Education Welfare Service and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns. Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - a. leave school to be home educated
  - b. move away from the school's location
  - c. remain medically unfit beyond compulsory school age
  - d. are in custody for four months or more (and will not return to school afterwards); or
  - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date and inform Bracknell Forest Borough Council through their secure portal of these details.

### **Substance Misuse and Child Protection**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause to believe the following:

- the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse or exploitation
- the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Substance misuse may be linked to parent/carer substance misuse.
- the child is involved in County Lines activities

### **Children of Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family's resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

### **Domestic Abuse**

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Headteachers are notified by the Local Authority Safeguarding and Inclusion Manager of domestic abuse incidents (ENCOMPASS) where the police have been called and that involve children and young people on their roll. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

### **Extremism and Radicalisation**

The school accepts the Government definition of extremism, which 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.*

There is no place for extremist views of any kind in our school, whether from internal sources –pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of children and young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Equality Policies for pupils and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images

- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

## **Recognising Extremism**

### **Early indicators of radicalisation or extremism may include:**

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Our school will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2018) and the Local Authority's Safer Recruitment Policy. Any concerns regarding staff conduct or inappropriate practice may be addressed according to our *Whistleblowing Policy*, which can be found on our school website under policies).



**The following members of staff have undertaken Safer Recruitment training:**

(Mrs J Crissey, Headteacher; Pastor M Ghioalda, Chair of Governors; Mrs E Hole, Vice Chair of Governors)

Any allegation of abuse made against a member of staff will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education 2018.

The school will consult with the Local Authority Designated Officer (LADO) (see first page for details) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education 2018.

The Head Teacher or Chair of Governors will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Headteacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration will be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the School's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

The school will ensure that staff and volunteers are 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, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## **OTHER RELATED POLICIES**

Physical Intervention  
Anti-Racist Policy  
Health and Safety  
E-Safety and Acceptable Use  
Intimate Care Policy  
Whistleblowing  
Complaints procedure  
Behaviour  
Equality

### **Use of Mobile Phones Policy:**

Staff must not use their mobile phones in class or anywhere else when children are present. Mobile phones must be stored away while children are present. If a member of staff has nowhere to keep their phone, then it must be kept in the school office, locked in the filing cabinet. Staff must not use their mobile phones or personal cameras to take pictures of children in school. Mobile phones may be used at lunch or break times when no children are present (e.g. in the staffroom). School mobile phones will be provided to take on school trips as a communication tool only, should an incident arise. If the school mobile is damaged/doesn't work for whatever reason, staff can use their personal mobiles for communication only. The safety of the child is placed above the no mobile phones rule. Photos of the children will only be taken on the school camera or EY school tablets; these will be sent to parents using our communication system: Tapestry (Where relevant permission has already been sought and is filed in F1).

Parents may not take pictures of children on their mobile phones in class , or any other site related to the school, without permission. Teachers will take group pictures (such as the first day back at school) on school cameras and can pass print these for parents, email them or send them via Tapestry (EY)..

Children **will not be released** to parents who are talking or texting on mobile phones. Teachers will wait until the phone call is finished and the parent gives their full attention .

### **Children in Early Years**

We recognise that children need to feel safe and secure, and to have positive relationships with the adults caring for them. In EY (and beyond, if need be) young children are often upset for a variety of reasons (missing their parent/carer, hurt or feeling sad/worried for a variety of reasons). They may seek the attention and close contact of a familiar member of staff. The role the EY staff is to help ensure that every child's care is tailored to meet their individual needs. Therefore it is acceptable for the member of staff to make physical contact with that child to help develop that child's well-being, as long as other people present. This can include a hug or sitting on a lap.

### **Children with Special Educational Needs and disabilities**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because: there may be assumptions that indicators of possible abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration;

children with SEN and disabilities can be disproportionately impacted by issues, such as bullying, without outwardly showing any signs; difficulties may arise in overcoming communication barriers.

At Newbold School, we identify any pupils who might need more support. To be kept safe when working with a single adult, work should be conducted in an area that is clearly visible to other adults. Training should be provided for SEND (and all) children on areas of their body that should remain private to them. They should also be taught the important basic rules of e-safety. Staff must take any disclosures, concerns or worries expressed by SEN&D children as seriously as they would for any other pupil.

As part of the PSHE curriculum staff will teach children personal safety skills in accordance with their ability and needs. Children will be taught personal safety skills such as 'telling' and 'who to tell', 'good and bad touches' and 'good and bad secrets'. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

### **Peer-on-peer abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer-on-peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Newbold School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature.

Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Newbold School we will support the victims of peer-on-peer abuse by providing counselling for both parties based on restorative justice model, involving both sets of parents and seeking advice from relevant external agencies (including the Police), should this become necessary. Children who persistently engage in violent, abusive behaviour may face expulsion from the school. Newbold School strives to create a peaceful, safe environment for its children and reserves the right to expel any pupil who refuses to adhere to the school’s Behaviour Policy, rules and regulations.

## Sexting

In cases of 'sexting' we follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

## **GOVERNORS' CHILD PROTECTION RESPONSIBILITIES**

The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues (Mrs P Bold, Behaviour and Safety Governor supported by Pastor Ghioalda).
- ensure an annual report is made to the full governing body. This will include a self-assessment audit of safeguarding arrangements for the school.
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website and on the internal Staff Common documents area.

### **Before and After School Activities (on or off school site)**

The school provides after-school clubs, some directly under the supervision or management of school staff and some with external providers. The school's arrangements for child protection as written in this policy applies.

Where services or activities are provided separately by another body, either on or off school site, the Governors will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children (including all required safer recruitment checks) and child protection and there are arrangements to liaise with the school on these matters where appropriate.

## The four categories of abuse

**Physical Abuse** - 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.

**Neglect** - 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyber bullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
- 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.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.



Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

We will refer to Children's Social Care if there is a concern that a young person may be at risk.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and

There are three main types of child sexual exploitation:

### **1. Inappropriate relationships:**

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

## **2. Boyfriend/Girlfriend:**

The abuser grooms victims by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims may be required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

## **3. Organised exploitation and trafficking:**

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## **Female Genital Mutilation (FGM)**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- A mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

## Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from the classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a form of abuse that does occur in the UK.

FGM is carried out on children between the ages of 0–15. It is extremely harmful and has short and long term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

**Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out;** and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

The Designated Lead Person will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

## **HONOUR-BASED VIOLENCE:**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency

## **PREVENT DUTY**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures

- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour,
- online searches or sharing extremist messages or social profiles intolerance of difference, including faith, culture, gender, race or sexuality graffiti,
- artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views advocating violence towards other.

#### **PRIVATE FOSTERING:**

There is a mandatory duty to inform the local authority of children in private fostering. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it **does not include great-aunts or uncles, great grandparents or cousins.**

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are

aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered

#### **BROADMOOR HOSPITAL:**

Broadmoor is located approximately 10 miles away from Newbold School. We are part of the cascade system through which our school is called by another school in the event of a patient escaping from Broadmoor. We in turn then must call the next school on our list. Recently, we received information from Bracknell Forest Council, on behalf of Thames Valley Police, informing us that the cascade system is soon to be replaced by an early warning system initiated by the police. We have signed up to this system and will be ready to partake when it comes into action (most likely in 2019).

#### **TRAINING OF NEWBOLD SCHOOL STAFF ON SAFEGUARDING**

Our staff have

Induction Training - Mandatory

Designated Lead Officer's – training every two years

All other staff – 'regularly updated **at least** annually. Teaching staff include safeguarding meetings/feedback in twilight staff training.

Safer Recruitment training is available to staff and governors who are involved in the recruitment process.

Staff are given new information on safeguarding as it becomes available

#### **Useful Contacts**

Bracknell Forest Council Education Safeguarding Manager                      Tel: 01344 354014

Bracknell Forest Council (Children's Social Care Consultation Line) Tel: 01344 352020

Emergency Duty Team (Out of hours)    Tel: 01733 234724

Bracknell Forest Local Safeguarding Children Board – <http://www.bflscb.org.uk/>

Berkshire Child Protection Procedures - <http://berks.proceduresonline.com/index.htm>

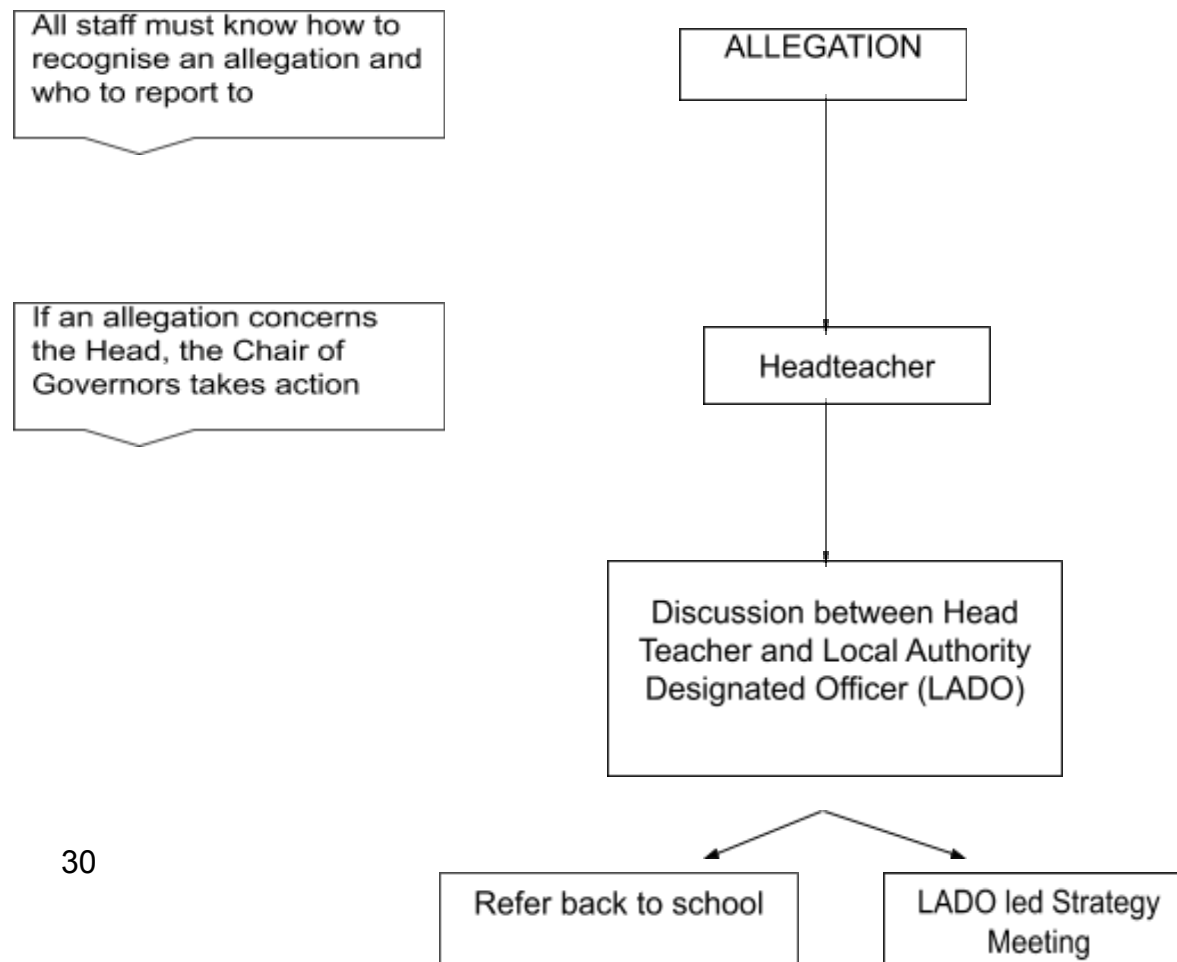
## USEFUL DOCUMENTS ON SAFEGUARDING:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

### Managing an Allegation Against a Member of Staff in your Establishment



### Appendix C

