

Guidance for developing a safeguarding policy in school/college 2020

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Safeguarding in Education policy guidance 2020- 2022

This guidance has been written for governing bodies, proprietors, head teachers, principals, senior leadership teams and designated safeguarding leads in an education setting.

This document provides an outline and should be used as an example document and can be adapted to meet the needs of individual schools to develop their own in house safeguarding policy. This document outlines what should be included in a Safeguarding policy for education providers. It is not a given as inclusive or a comprehensive listings as guidance and legislation is changing and evolving on a regular basis.

This policy guidance has been developed in accordance with the principles established by the Children Act 1989/2004; and in line with the following guidance and legislation:

- Keeping Children Safe in Education (KCSIE) 2020
- Working Together to Safeguard Children 2018
- Information sharing for practitioners 2018
- Education Act 2002
- Children and Families Act 2014
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Education (Independent School Standards) Regulations 2014
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if you are worried a Child is being Abused 2015
- Slough Safeguarding Partnership Threshold guidance

The Governing Body/management committee/proprietor takes seriously its responsibility under section 11 of the Children Act and Section 175 of the Education Act and Section 157 (academies) and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. It is highly recommended a version of your safeguarding policy is available to staff, parents and professionals. A child friendly version is available for your students.

This policy applies to all staff (teaching and non teaching), governors and volunteers working in your school.

What should be included in your safeguarding policy?

The table below includes areas of legislation and guidance that can help develop your safeguarding policy. This can be used as a checklist to ensure you have covered all areas of safeguarding in your policy and made reference to the relevant guidance and mandatory duties. The policy should be self-contained and not rely on other documents to understand it. Any appendices should be kept as part of the whole document. There are flowcharts in appendices at the back of the document you may want to adapt for your setting/school. ****The current safeguarding and child protection policy should be available on the school's website.**

	Content	What should be included? Where can you find the information
Front page	Name of School including contact details	
	Name of Head teacher / Principal/ Proprietor	
	Name of Designated Safeguarding Lead (DSL)	Including any deputy safeguarding officers (DSL)
	Name of Safeguarding Governor	
	Date policy was written:	include version control
	Date policy was approved by Governors	
	Date of review:	The policy should have a publication date and a review date (not later than one year from publication). Typically, these dates are put on the front cover.
	Safeguarding strapline:	<i>We are committed to safeguarding children and promoting the welfare of children and expects all staff and volunteers to share in this commitment</i>
Policy Statement	To include commitment, expectations and why	<ul style="list-style-type: none"> • The aim is to create a culture of vigilance. • Include a definition and commitment to safeguarding. It should include reference to 'we will always act in the best interest of the child(ren)'. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. • Appropriate action is taken in a timely manner to safeguard and promote children's welfare • All staff are aware of their statutory responsibilities with respect to safeguarding • Staff are properly training in recognising and reporting safeguarding issues
	Who the policy is aimed at?	To include staff, parents, governors, volunteers and wider school community. The policy should be clear that pupils are taught about safeguarding (which includes online, through various teaching and learning opportunities, as part of a broad and balanced curriculum.

		<p>Detail where his document can be located? (staff room, website etc).</p> <p>The current safeguarding and child protection policy should be available on the school's website</p>
	<p>Confidentiality and consent</p>	<ul style="list-style-type: none"> ▪ Statement regarding professional confidentiality. Staff must never guarantee confidentiality or make promises to keep secrets. ▪ Reference to consent should also be included including exceptional reasons when consent can be over ridden <p>Information on cases will be shared on a need to know basis</p>
<p>Guidance & Legislation</p>	<p>Statutory Framework (to include legislation and /guidance)</p> <p>Section 175 of the <u>Education Act 2002</u> (Section 157 for Independent schools) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.</p> <p>Statement from <u>Keeping Children Safe in Education 2020</u></p> <p>And <u>All staff have received and read Annex A and Part 1 of KCSIE 2020</u></p>	<p>Some policies may include the legislation that covers safeguarding in schools, in which case the list must be up to date.</p> <p><u>Refer to locally agreed multi-agency arrangements put in place by the 3 safeguarding partners (the local authority, the clinical commissioning group for the area, and the chief officer of police for the area). This includes ensuring that the policy reflects the local criteria for action and the local protocol for assessment</u></p> <p>The latest available list of legislation to include could be found in 'Keeping Children Safe in Education (2020)'. I would not recommend simply including it without checking for changes.</p> <ul style="list-style-type: none"> ▪ Keeping Children Safe in Education 2020 ▪ Working Together to Safeguard Children 2018 ▪ Governance Framework ▪ Children and Social Work Act 2017 ▪ Education Act 2002 ▪ Ofsted guidance 'Inspecting safeguarding in early years, education and skills' (2016) ▪ The Children and Family Act 2014 ▪ SEND Code of Practice 2014 ▪ Framework for the Assessment of Children in Need and their Families 2000 ▪ Berkshire procedures on line ▪ What to do if you are worried a Child is being Abused 2015 ▪ Children Act 1989 & 2004 ▪ United Nations Conventions on the Rights of the Child ▪ Counter-Terrorism and Security Act 2015 ▪ Serious Crime Act 2015 ▪ Sexual Offences Act (2003) ▪ Education (Pupil Registration) Regulations 2006 ▪ Information sharing advice for safeguarding practitioners 2018 ▪ General Data Protection Regulations and Data Protection Act 2018 ▪ The Equalities Act 2010

		<ul style="list-style-type: none"> ▪ Criminal Exploitation of children and vulnerable adults county lines guidance 2017 ▪ Sexual violence and sexual harassment between children in schools and colleges 2018 ▪ The Education (Health Standards) (England) Regulations 2003 ▪ The Further Education (Providers of Education) (England) (Regulations) 2006 ▪ The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158 ▪ The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940 ▪ The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387 ▪ The Education (School Teachers' Appraisal) (England) Regulations 2012 ▪ The Education (Independent School Standards) Regulations 2014
<p>Other policies</p>	<p>Reference to Early Help Services.</p> <p>Reference should be made to contextual safeguarding. Safeguarding incidents that happen outside of school which may impact on adolescents.</p> <p>Reference should be made to assessment of disabled children and their carers; young carers; children in secure youth establishments;</p> <p>To include in appendices</p>	<ul style="list-style-type: none"> ▪ Slough's Safeguarding Threshold document and referral pathway document ▪ Allegations against Staff ▪ Attendance policy ▪ Behaviour policy (<i>should include Positive handling reference - The use of reasonable force advice for head teachers/proprietors, staff and governing bodies July 2013</i>). KCSIE outlines comprehensive individual plans to minimise and reduce the need for any force and limit to 'reasonable force' as and when required. ▪ Health & Safety policy ▪ Relationship and sex education policy ▪ Special Educational Needs Policy ▪ Supporting pupils with medical conditions policy ▪ Administration of Medication ▪ Restraint Policy ▪ Intimate Care Policy ▪ Preventing racialization and extremism policy ▪ Anti-bullying Policy ▪ E-Safety Policy ▪ Drugs Education Policy ▪ ICT/Use of cameras and mobile phones in school policy ▪ Children Missing Education Policy ▪ Children absconding from school policy ▪ Peer on Peer abuse policy <p>The policy should be clear that pupils are taught about safeguarding</p> <p>The Ofsted Inspecting Safeguarding Guidance from September 2019 uses the phrase "recognise when they</p>

<p>Accountability & Professional Conduct</p>	<p>To outline roles of:</p> <ul style="list-style-type: none"> ▪ Staff ▪ Head teacher ▪ Proprietor ▪ Principal ▪ Governor ▪ DSL ▪ LADO ▪ Social Care <p>A brief overview of the:</p> <ul style="list-style-type: none"> ▪ Roles and responsibilities: ▪ Managing Allegations ▪ Whistleblowing ▪ Supervision arrangements 	<p style="text-align: center;">are at risk and how to get help when they need it”</p> <p>All Staff:</p> <ul style="list-style-type: none"> ▪ The policy should be clear that all verbal conversations, disclosures and allegations must be recorded promptly in writing. All information should be recorded verbatim and no leading questions should be asked and in particular avoid the ‘W’ questions (who, what, when, why, where). ▪ There must be an identified single location for the delivery for concern forms (preferably electronically) for audit trail and a clear method for alerting the DSL that a concern has been raised ▪ The school has a named governor for safeguarding who is identified in the policy, along with appropriate contact details. The policy should also name the person to whom concerns about the headteacher can be taken. ▪ All staff have read and understood Part 1 and Annex A (KCSIE 2020) <p>DSL - The school should have at least 2 DSL’s and named in the policy along with contact details. There should always be 1 DSL on site at all times when the school is open and children are present.</p> <ul style="list-style-type: none"> ▪ KCSIE 2020 (page 18 and Annex B) states the DSL should have the duties outlined in the job description and be a member of the senior leadership team (SLT). This should also include: The DSL should be aware of pupils who have a social worker and the DSL should help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff. Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child’s experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. <p>The DSL and all members of staff will work with and support social workers to help protect vulnerable children.</p> <p>Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil’s safety, welfare and educational outcomes. For example, it will inform decisions about:</p> <ul style="list-style-type: none"> Responding to unauthorised absence or missing education where there are known safeguarding risks The provision of pastoral and/or academic support
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		<ul style="list-style-type: none"> ▪ It should be clear in the policy what to do if the DSL is not available. Include remote working access to DSL. ▪ Clear process outlining DSL responsibility including caveat to override if not satisfied with response to take either to social care or Local Area Designated Officer (LADO). ▪ Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); including governors, volunteers, supply teachers and agency staff. Explain the procedures to follow when managing allegations of abuse against staff. Explain the additional procedures to follow when managing allegations of abuse against supply teachers or other agency workers. Your school must follow the procedures set out in part 4 of Keeping Children Safe in Education when managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. ▪ Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy including the NSPCC contact details: https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/ <p>A whistleblowing disclosure must be about something that affects the general public such as:</p> <ul style="list-style-type: none"> • a criminal offence has been committed, is being committed or is likely to be committed • an legal obligation has been breached • there has been a miscarriage of justice • the health or safety of any individual has been endangered • the environment has been damaged <p>information about any of the above has been concealed.</p> <p>Note that the 'harm' test for allegations against staff now includes a new statement (bullet point 4 in the text in the right-hand column). This is in regard to a person's conduct outside school, and need not include a child, for example, domestic abuse of a partner.</p> <p>It may not be necessary to include this harm test in the Safeguarding and Child Protection Policy, but it does need to be included in the Safer Recruitment Policy and/or Managing Allegations Policy; and in the staff code of conduct document.</p> <p>The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years</p>
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		<p>of age, including supply teachers and volunteers has:</p> <ul style="list-style-type: none"> • behaved in a way that has harmed a child, or may have harmed a child; • possibly committed a criminal offence against or related to a child; • behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or behaved or may have behaved in a way that indicates they may not be suitable to work with children. <p>Reporting Concerns</p> <p>When adults in the school have a concern about a child or young person they should:</p> <p>Complete a concern form in writing [promptly/within ten minutes/other suitable phrase]</p> <p>Concern Forms can be found [state where]</p> <p>The DSL should be informed that a concern has been raised by [state how the DSL is to be informed]</p> <p>The policy should be clear about the steps the DSL should take in order to refer a concern outside the school, e.g. a social services enquiry or to the local authority Designated Officer (LADO).</p> <p>An up-to-date list of relevant names and contacts details should be included in the policy.</p> <p>For Proprietor Led schools: DSL must be sufficiently independent, particularly in relation to any allegations involving the proprietor or members of the proprietor's family.</p> <p>Written confirmation that duties involve contacting the LADO on any matter that the DSL considers cannot be dealt with internally.</p> <p>This enables there to a separation between the family running the school and the DSL.</p> <p>The policy should be clear that any concerns about the conduct of other adults in the school should be taken to the headteacher (or the Designated Safeguarding Lead); and concerns about the headteacher should go to the Chair of Governors.</p> <p>Consider providing the DSL with access to external advice and/or legal services.</p> <p>Governor – The policy should detail the contact details and statement about how concerns about a head teacher or the DSL can be taken directly to the Chair of Governors/ Governing bodies to be investigated. The NSPCC Whistleblowing advice line should be widely communicated in the school.</p> <p>Head teacher /Proprietor –</p> <ul style="list-style-type: none"> ▪ The policy must be clear that any concerns about
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		<p>the conduct of another adult should be taken to a Head Teacher.</p> <ul style="list-style-type: none"> ▪ If the concern is about the Head teacher it should go to the Governor ▪ In Independent schools (Proprietor led) concerns should about the proprietor to be taken directly to the local authority Designated Officer LADO
Site Security		<ul style="list-style-type: none"> ▪ To reference staff ID, staff visitor and contractors security procedure and are DBS checked ▪ Outline the access procedure for children late into school
Record Keeping and Information sharing	To make reference to multi agency working	<p>Records</p> <ul style="list-style-type: none"> ▪ The GDPR data mapping exercise should help to identify how long data should be stored and when it should be destroyed. Child protection records should be kept for 25 years. ▪ Keeping Children Safe in Education (2020), paragraph 85: ‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.’ You may also wish to add the line from paragraph 84: ‘This includes allowing practitioners to share information without consent...’ ▪ You should ensure arrangements are in place that set out clearly the process and principles for sharing information within the school and with the 3 safeguarding partners, other organisations, agencies and practitioners as required. ▪ You could include this information in your child protection policy, or you might cover it in another, such as a confidentiality or data protection policy ▪ You must hold two emergency contacts for each child as outlined in KCSIE 2020 ▪ How they information should be stored? All records should be recorded and stored with a clear chronology of events, actions and review dates. These concerns should be kept on the child’s CP file not the Pupil File <p>Multi Agency working</p> <ul style="list-style-type: none"> ▪ To attend and contribute to any professionals meetings including Early help, CIN and CP to promote the welfare of the child
Safer Recruitment	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children	<ul style="list-style-type: none"> ▪ It’s vital that schools adopt “recruitment procedures that help deter, reject or identify people who might abuse children”. ▪ Records on Single Central Record (SCR) are up to date to include: ▪ DBS checks (enhanced) including the barred list Schools must risk assess volunteers to decide whether to obtain an enhanced DBS check for any volunteer not engaging in regulated activity. ▪ Checks on disqualification by association (DBA) are

		<p>undertaken and recorded for all staff (including temporary staff). Changes to DBA include as of 1st September 2018, schools will no longer have to ask staff questions about cautions or convictions of someone living or working in their household.</p> <ul style="list-style-type: none"> ▪ Safer Recruitment training for interview panel members ▪ S128 prohibition checks should be completed for all Academies, Free and Independent schools including senior leadership team, Heads, Governors and departmental heads. ▪ All checks on alternative providers must be provided to school in a written format.
<p>Categories, definitions and indicators of Safeguarding</p>	<p>Under The Children’s Act 1989 (CA)</p> <p><i>This can be included in appendices</i></p>	<p>The policy should outline the definitions, signs and Indicators of the four kinds of abuse and neglect. Types of Abuse and Neglect can be found in ‘Keeping Children Safe in Education (2020)’ (Part 1) These signs and symptoms could be copied into the policy document.</p> <ul style="list-style-type: none"> ▪ Neglect ▪ Sexual Abuse ▪ Physical abuse ▪ Emotional Abuse <p>Safeguarding definition should now include:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.
	<p>A brief descriptor on each of the safeguarding themes, indicators and risk indicators including reference to key legislation/policy guidance and in addition the <u>mandatory duty needs to be included for radicalization, FGM and CSE:</u></p> <p>The policy should also reference that any of the safeguarding issues/themes must be reported immediately to the DSL.</p>	<p>The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)</p> <p>The definition, which can be found on KCSIE (2020) page 84, is:</p> <p>Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.</p> <p>Indicators of child sexual exploitation may include:</p>

		<ul style="list-style-type: none"> • Acquisition of money, clothes, mobile phones, etc. without plausible explanation; • Gang-association and/or isolation from peers/social networks; • Exclusion or unexplained absences from school, college or work; • Leaving home/care without explanation and persistently going missing or returning late; • Excessive receipt of texts/phone calls; • Returning home under the influence of drugs/alcohol; • Inappropriate sexualised behaviour for age/sexually transmitted infections; • Evidence of/suspicions of physical or sexual assault; • Relationships with controlling or significantly older individuals or groups; • Multiple callers (unknown adults or peers); • Frequenting areas known for sex work; • Concerning use of internet or other social media; • Increasing secretiveness around behaviours; and • Self-harm or significant changes in emotional well-being. <p>Potential vulnerabilities include:</p> <p>Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.</p> <ul style="list-style-type: none"> • Having a prior experience of neglect, physical and/or sexual abuse; • Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example); • Recent bereavement or loss; • Social isolation or social difficulties; • Absence of a safe environment to explore sexuality; • Economic vulnerability; • Homelessness or insecure accommodation status; • Connections with other children and young people who are being sexually exploited; • Family members or other connections involved in adult sex work; • Having a physical or learning disability; • Being in care (particularly those in residential care and those with interrupted care histories); and
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		<ul style="list-style-type: none"> • Sexual identity. <p>More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)</p> <p>The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:</p> <p>CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.</p> <p>The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.</p> <p>Some of the following can be indicators of CCE:</p> <ul style="list-style-type: none"> • children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education. <p>'County Lines' is:</p> <p>County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'</p> <p>Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.</p> <p>Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and</p>
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		<p>can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. See KCSIE (2020) page 85.</p> <p>Gangs and Youth violence www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</p> <p>Prevent The policy should include the school’s duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’).</p> <p>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.</p> <p>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. Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.</p> <p><i>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.</i></p> <p>Recognising Extremism Early indicators of radicalisation or extremism may include:</p> <ul style="list-style-type: none"> • 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.)
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		<p>cyber bullying), gender based violence/sexual assaults and sexting.</p> <p>At [school name] 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.</p> <p>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.</p> <p>Part 5 of KCSIE outlines the key responsibilities for schools. Peer on peer abuse consists of:</p> <ul style="list-style-type: none"> • Bullying including cyber bullying • Physical abuse • Sexual violence and sexual harassment (published Dec 2017 & reissued in May 2018) • Sexting • Initiation ceremonies <p>Your policy should include details of:</p> <ul style="list-style-type: none"> • How risk of peer on peer abuse will be minimised • How allegations are recorded and dealt with • How victims and perpetrators will be supported • This abuse should not be classed as “banter” • All peer on peer abuse will be taken seriously and • Different types of peer on peer abuse can take place <p>Sexting: www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/ Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS) 2016 https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</p> <p>Sexual assault and sexual harassment between children in schools and colleges -DfE guidance 2017 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges</p> <p>Gender based: www.gov.uk/government/policies/violence-against-women-and-girls</p> <p>Online abuse: Schools need to have a clear policy on the use of mobile technology in school.</p>
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		<p>The policy should refer to online safety; and in particular how staff manage pupils' use of their own devices whilst in school.</p> <p>The policy needs to refer to how children will be kept safe when they are accessing 'online learning' whilst out-of-school.</p> <p>KCSIE 2020: Annex C has some good tips, resources to assist you with developing your policies around filtering and monitoring within the school's infrastructure, and how children access the internet whilst they're at school.</p> <p>www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring</p> <hr/> <p>Domestic abuse and coercive control</p> <p>Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality</p> <p>All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. (See KCSIE (2020) page 86)</p> <p>www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</p> <p>https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/</p> <p>http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/</p> <p>http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse</p> <hr/> <p>Substance and alcohol abuse</p> <hr/> <p>Honor based violence</p> <p>So-called 'honor-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</p>
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		<p>handled and escalated as such. https://www.gov.uk/guidance/forced-marriage <i>s121 of the Anti-Social Behaviour, Crime and Policing Act 2014</i></p> <p>Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.</p> <p>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.</p> <p>There is a mandatory duty for teachers to report disclosures on FGM about a female under 18 personally to the police.</p> <p>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 (unlike in the medical profession where an observation may have been made).</p> <p>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.</p> <p>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.</p> <p>Risk factors for FGM include:</p> <ul style="list-style-type: none"> • low level of integration into UK society • mother or a sister who has undergone FGM • girls who are withdrawn from PSHE • 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 <p>Symptoms of FGM</p> <p>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. Staff should not assume that FGM only happens outside the UK.</p> <p>Indications that FGM may have already taken place may include:</p>
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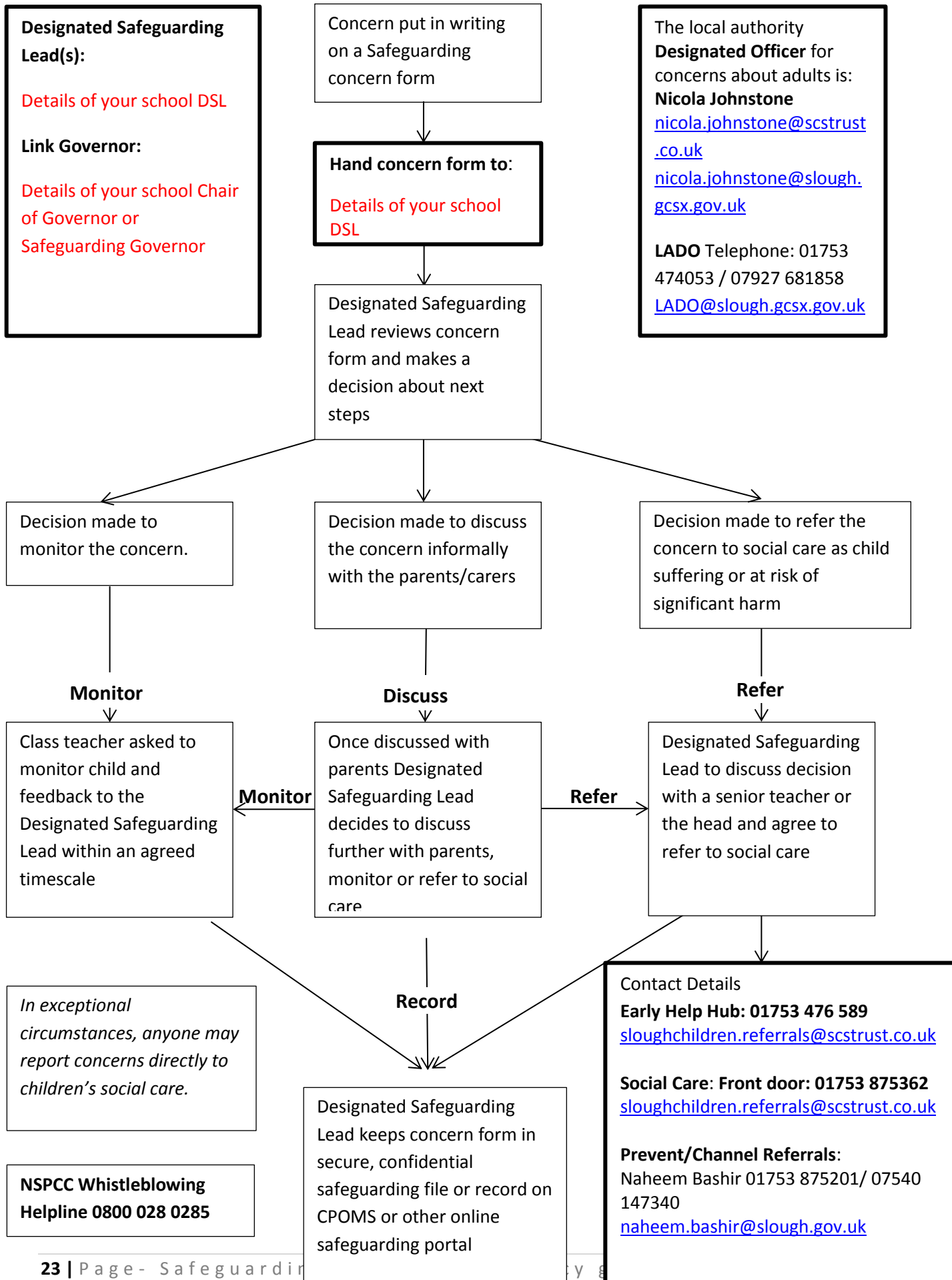
		<ul style="list-style-type: none"> • difficulty walking, sitting or standing and may even look uncomfortable. • spending longer than normal in the bathroom or toilet due to difficulties urinating. • spending long periods of time away from a classroom during the day with bladder or menstrual problems. • 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 <p>Children with Special Educational needs and disabilities (SEND)</p> <p>The policy should reflect the fact that children with special educational needs and disabilities can face additional safeguarding challenges such as:</p> <p>There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;</p> <p>Your policy should reflect the additional safeguarding challenges that SEND children may have including:</p> <ul style="list-style-type: none"> • Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability • Higher risk of peer group isolation • Disproportionate impact of bullying and difficulties with communication • Schools should consider extra pastoral support for children with SEND. <p>Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.</p> <p>At [name of school] we identify pupils who might need more support to be kept safe or to keep themselves safe by: [Explain here the steps taken to give additional support to pupils with SEN/D]</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p> <p>Trafficked Children and Modern Day Slavery</p> <p>https://www.gov.uk/government/publications/duty-to-notify-the-home-office-of-potential-victims-of-modern-</p>
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		<p>slavery</p> <p>https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-forms</p> <p>Mental Health</p> <p>The policy should include a section about mental health and possible links to safeguarding and child protection</p> <p>All staff [at name of school] are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.</p> <p>School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.</p> <p>Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy. [Explain how to do this in your school.]</p> <p>Private Fostering</p> <p>The policy should define 'Private Fostering' and note that there is a mandatory duty to inform the local authority of children in such arrangements. Further details for your policy can be found here:</p> <p>http://www.scstrust.co.uk/what-we-do/fostering/private-fostering/</p> <p>www.gov.uk/government/publications/children-act-1989-private-fostering</p> <p>Bruising on non mobile children and young people</p> <p>Bruising and unusual marks in a not independently mobile child is rare and must always result in an immediate consultation with Children's Social Care. Bruising / suspicious marks will never be interpreted in isolation and will always be assessed in the context of medical and social history, individual development and any explanation given. Assessments will be led by Children's Social Care and a lead medical professional</p> <p>http://berks.proceduresonline.com/slough/p_bruising.htm</p> <p>!</p>
		<p>Homelessness</p> <p>The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.</p> <p>The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and</p>

		<p>circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. Further details can be found here: https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</p>
Child with a SW		<p>The policy should include a reference to highlight that children who have a social worker, have a potentially greater risk of harm</p> <p>At [name of school], we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.</p> <p>This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.</p> <p>We take these needs into account when making plans to support pupils who have a social worker.</p> <p>[Give a couple of examples which illustrates how the school helps pupils with a social worker.]</p>
Professional Learning & Development	<p>DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually. The focus should be regular shorter briefings.</p> <p>All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.</p> <p>Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.</p>	<p>The policy should set out the training opportunities for staff in different roles; and the type and frequency of training. This should include:</p> <ul style="list-style-type: none"> ▪ The level of training for each Head teacher, Proprietor, DSL, Governors and whole school staff including non teaching staff and volunteers. ▪ To ensure everyone fully understands their safeguarding responsibilities <p>Frequency and in what mode of delivery (face to face, conference, e learning) is done within timescale:</p> <ul style="list-style-type: none"> • Induction Training (mandatory) • Awareness training for whole staff (statutory) • Designated Safeguarding Lead Training (statutory) • Safer Recruitment Training (statutory) • Training about preventing terrorism (statutory) • Training for School Governors (non-statutory) • Training on specific issues including Female Genital Mutilation and Child Sexual Exploitation <p>Multi agency safeguarding training can be accessed here: https://www.sloughsafeguardingboards.org.uk/lscb</p>
Raising Awareness	Dissemination of key safeguarding messages	<p>You should include how you will disseminate and promote your safeguarding policy</p> <ul style="list-style-type: none"> ▪ How information is displayed in school (posters) ▪ Policy published on school website ** must be

		<p><i>available online</i></p> <ul style="list-style-type: none"> ▪ Newsletters ▪ Regular termly updates ▪ Site security <p>The policy should set out the other relevant documents all staff must have read:</p> <ul style="list-style-type: none"> • Keeping Children Safe in Education (2020) [Part One and Annex A]; and school leaders and staff that work directly with children should also read Parts 2, 3, 4, 5. • School's Code of Conduct • School's Safeguarding Policy
	<p>Relationships and Sex Education (RSE)</p> <p>Personal, Social, Health and Economic Education (PSHE)</p>	<ul style="list-style-type: none"> ▪ Children and Social Work Act 2017 makes reference to Relationships Education <p><i>It will be compulsory for schools to deliver relationships education for primary school pupils in England, as well as sex and relationships education for secondary school children from September 2020.</i></p> <p>Pupils should also be taught about safeguarding.</p> <p>https://www.gov.uk/government/publications/relationships-education-rse-and-pshe</p>

Appendix 1: Raising safeguarding concerns about a child flowchart



Appendix 2: Local Contacts

Service	Contact details
Family Information Service Directory of all local services and agencies which may be useful in supporting families and young people who may need early help support.	https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/home.page
Early Help Hub and Getting Help Schools are able to seek advice from Early Help Hub about services available to support pupils in need of additional support and also to refer pupils and families deemed to be at Level 2 to Early Help	Contact can be made at 01753 476 589 or using a MARF to sloughchildren.referrals@scstrust.co.uk
Children's Social Care: Slough Children's Services Trust Ltd Social Care out of hours service Thames Valley Police	If your concern is regarding the harm of a child or young person please immediately contact: 01753 875362 and email a MARF to sloughchildren.referrals@scstrust.co.uk 01344 786543 101 www.thamesvalley.police.uk http://berks.proceduresonline.com/slough/index.html
Slough child protection Procedures: Supports multi agency work and outlines the process and procedures around a range of safeguarding areas. The escalation policy can also be found here.	
NSPCC	0800 800 5000
Child line	0800 11 11
Slough Safeguarding Partnership Board	Business Manager – Betty Lynch Email: safeguardingboards@slough.gov.uk https://www.sloughsafeguardingpartnership.org.uk/
Whistleblowing and Local Authority Designated Officer (LADO):	Nicola Johnstone nicola.johnstone@scstrust.co.uk nicola.johnstone@slough.gcsx.gov.uk LADO Telephone: 01753 474053 / 07927 681858 LADO@slough.gcsx.gov.uk 0800 028 0285 help@nspcc.org.uk
NSPCC Whistleblowing advice line	

Education Safeguarding Officer

Jatinder Matharu 01753 875068/07714 858213
jatinder.matharu@slough.gov.uk

Prevent Coordinator

Naheem Bashir 01753 875201/ | 07540 147340
naheem.bashir@slough.gov.uk

Prevent Education Officer

Rabena Sharif 07928 655038
[|Rabena.sharif@slough.gov.uk](mailto:Rabena.sharif@slough.gov.uk)

Education Standard and Effectiveness Officer (SEND)

Deborah Bowers 07712 548725
Deborah.bowers@slough.gov.uk

Criminal Exploitation Manager (SCST)

Harpreet.Kaur2@scstrust.co.uk