The Abbey

Safeguarding and Child Protection Policy

The Abbey School, Reading

Reviewed by:	**DSLs and Deputy DSLs**
Ratified by:	**Ratified at Council of Governors on 28 September 2020**
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School contacts

Designated Safeguarding Lead (Senior School)	Brendan Fanning, Deputy Head and Director of Sixth Form
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Designated Safeguarding Lead (Junior School & EYFS)	Clare Boyden, Deputy Head, Junior School
	Email: boydencl@theabbey.co.uk
	Telephone number: 0118 9313111
Deputy Designated Safeguarding Lead (Senior School)	Allison Hadwin, Deputy Head
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Deputy Designated Safeguarding Lead (Junior School)	Sacha Heard, Head of Staff Development, Junior School
	Email: heardsa@theabbey.co.uk
	Telephone number: 0118 9313111
Head (Junior School)	Nisha Kaura
	Email: kaurani@theabbey.co.uk
	Telephone number: 0118 9313111
Executive Head	William le Fleming
	Email: leflemingwi@theabbey.co.uk
	Telephone number: 01189 872256
Chair of Governors	Elizabeth Harrison
	Telephone number: 01189 872256
Nominated Safeguarding Governor	Sue Colebrook
	Telephone number: 01189 872256

External contacts

Brighter Futures for Children	
Address	Civic Offices, Bridge Street, Reading RG1 2LU
Telephone number	For general enquiries, call 0118 937 3641. For concerns/emergencies, use the Children's Single Point of Access details below.
Email	info@BrighterFuturesforChildren.org

 Updated & reviewed September 2019, Contacts updated Feb 2020, Policy updated and Appendix 6 added April 2020. Policy updated and reviewed September 2020.

Children's Single Point of Access	The Children's Single Point of Access is for any concerns about a child, which includes safeguarding and child protection. It is a single point of contact for all early help and children's social care service, including disabled children. The line is open to all practitioners and the general public. There are 3 ways to contact the team: · Using a web form, which is the most secure and effective way of requesting help for a child. The form can be found at: www.reading.gov.uk/childrensreferralform · Call the team on 0118 937 3641 · Emailing the team on: cspoa@brighterfuturesforchildren.org
Reading LADO	Jeremy Curtis 07841 253871 0118 937 3555

The local police non-emergency contact number for **FGM reporting** is **101.**

The telephone numbers of relevant Prevent partners are as follows:

Reading Prevent Officer:

Mark Dunford	0118 953 6349
Reading Police Station, Castle Street, Reading RG1 7TH	07800 702319 OR 07788 307178

Reading Prevent Management Group Chair:

Zoe Hanim, Head of Customer Services and Transformation	0118 937 2173

Non-emergency DFE advice: counter-extremism@education.gsi.gov.uk

The National Society for the Prevention of Cruelty to Children (**NSPCC**) whistleblowing helpline can be contacted on:

NSPCC
Weston House
42 Curtain Road
London EC2A 3NH

Telephone: 0800 028 0285 (from 8am to 8pm)
Email: help@nspcc.org.uk

1 Policy statement

1.1 Every pupil should feel safe and protected from any form of abuse and neglect. The Abbey School is committed to safeguarding and promoting the welfare of children and young people and requires everyone who comes into contact with children and their families to share this commitment.

1.2 Keeping Children Safe in Education (Sept 2020) (**KCSIE**) defines safeguarding and promoting the welfare of children as 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.

1.3 Guidance and advice

The School's Child Protection and Safeguarding Policy (**Policy**) has regard to the following guidance and advice:

1.3.1 *Keeping Children Safe in Education* (2020) (**KCSIE**);

1.3.2 *Working together to safeguard children* (2018);

1.3.3 *Disqualification under the Childcare Act 2006* 2016, (updated 2018);

1.3.4 *Prevent duty guidance for England and Wales* 2015 (updated 2019);

1.3.5 *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (2015);

1.3.6 *Multi-agency statutory guidance on FGM* 2016 (updated 2020);

1.3.7 *What to do if you're worried a child is being abused: advice for practitioners* (2015);

1.3.8 *Information sharing: advice for practitioners providing safeguarding services* 2015 (updated 2018);

1.3.9 *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges* 2017 (updated 2018); and

1.3.10 *Sexting in schools and college (UKCCIS)*.

1.4 Local context and external agencies

1.4.1 Reading is a large community with a population of well over 250,000. There is a high level of diversity. In specific relation to children and safeguarding, Reading has a nationally high level of domestic abuse and Thames Valley police have raised the issue of county lines and criminal exploitation. In Autumn 2018, a dedicated Children's Services Company, known as Brighter Futures for Children and wholly owned by RBC, was set up to deliver children's social care, education and early help on the Council's behalf.

1.4.2 A 'Single Point of Access' referral system has been introduced whereby all referrals are made through this system.

1.4.3 **Berkshire West Safeguarding Children Partnership**
The Local Safeguarding Children Boards (LSCB) across the West of Berkshire

(Reading, West Berkshire and Wokingham) have merged to become the Berkshire West Safeguarding Children Partnership. In line with Working Together 2018, this partnership takes the lead on safeguarding issues.

1.4.4 **Reading Headteachers Engagement Group**
It is recognised that schools play a pivotal role, and the primary function of the Education Safeguarding Engagement Sub Group is to ensure a two-way dialogue with leaders and partners in the Berkshire West Safeguarding arrangements. This group is jointly chaired by three Headteachers.

1.5 Undertakings

The School will:

1.5.1 follow the local inter-agency procedures of the Berkshire West Safeguarding Children Board;

1.5.2 ensure that we practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Safe Recruitment Policy;

1.5.3 be alert to signs of abuse both in the School and from outside and to protect each child from any form of abuse, whether from an adult or another child;

1.5.4 deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his /her agreed child protection plan;

1.5.5 design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

1.5.6 be alert to the needs of children with physical and mental health conditions;

1.5.7 operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

1.5.8 assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

1.5.9 identify children who may be vulnerable to radicalisation, and know what to do when they are identified; and

1.5.10 consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.

1.6 Application and accessibility

1.6.1 This is a whole-school policy including the Early Years Foundation Stage (**EYFS**) provision and applies wherever staff, Governors and volunteers are working with pupils even where this is away from the School, for example an educational visit.

1.6.2 This policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.

1.7 Related policies

The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:

1.7.1 staff code of conduct;

1.7.2 staff acceptable use

1.7.3 social media policy;

1.7.4 whistleblowing policy;

1.7.5 safer recruitment policy;

1.7.6 pupil online safety policy;

1.7.7 anti-bullying policy;

1.7.8 behaviour policy

1.7.9 acceptable use policy for pupils;

1.7.10 visitors and security policy within the Health and Safety Policy;

1.7.11 missing pupil policy;

1.7.12 policy on special educational needs and learning difficulties;

1.7.13 policy on the administration of medicines and supporting pupils with medical conditions;

1.7.14 These policies, procedures and resource materials are available to staff on the School's intranet 'Information Bank' and hard copies are available on request.

2 Designated Safeguarding Lead (DSL)

2.1 The School's Governing Council has appointed a Designated Safeguarding Lead (**DSL**) for each School site. The DSLs are senior members of staff of the School's leadership team with the necessary status and authority to take lead responsibility for safeguarding and child protection, including online safety.

2.2 The DSLs shall be given the time, funding, training, resources and support to enable them to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and / or to support other staff to do so - and to contribute to the assessment of children.

2.3 The name and contact details of the DSLs are set out in the School contacts list at the front of this Policy. The main responsibilities of the DSL are set out in Appendix 1.

2.4 If either DSL is unavailable, the activities of the DSL will be carried out by one of the Deputy DSLs. The Deputy DSLs' details are also set out in the School contacts list at the front of this Policy. In this Policy, reference to the DSL includes the Deputy DSL where the relevant DSL is unavailable.

2.5 Any safeguarding concerns out of School hours should be raised through the Single Point of Access.[1]

3 Duty of staff, Governors and volunteers

3.1 All staff, Governors and volunteers of the School are under a general legal duty:

3.1.1 to protect children from abuse;

3.1.2 to be aware of the terms and procedures in this Policy and to follow them;

3.1.3 to know how to access and implement the procedures in this Policy, independently if necessary;

3.1.4 to keep a sufficient record of any concerns, discussions and decisions in accordance with this Policy; and

3.1.5 to report any matters of concern in accordance with this Policy.

3.2 Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

3.3 The Governing Council ensures that:

3.3.1 there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;

3.3.2 the School's safeguarding arrangements take into account the procedures and practice of the Berkshire West Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document; and

3.3.3 the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.

3.4 The Head will ensure that the policies and procedures adopted by the Governing Council, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

3.5 The Governing Council has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements. The Nominated Safeguarding Governor is Mrs Susan Colebrook, whose contact details are set out in the School contacts list at the front of this Policy. A second Lead Governor for Safeguarding, Mr Nigel Williams, has also been appointed.

[1] See page four for contact details

4 Training

4.1 Safeguarding training for all staff is included as a key area in all induction procedures and is regularly referred to when reminding staff of key procedures at the start of each academic year, noting any changes to the procedures or to the relevant contact details. All training is carried out in accordance with Berkshire West Safeguarding Children Partnership procedures.

4.2 Induction

All staff, including temporary staff and volunteers, will be provided with induction training which explains the systems within the school which support safeguarding, including:

4.2.1 the safeguarding and child protection policy;

4.2.2 the pupil behaviour policy and the School's safeguarding response to children missing education;

4.2.3 the staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy;

4.2.4 the role of the Designated Safeguarding Lead and his /her identity and contact details together with that of and his/her Deputy;

4.2.5 child protection training in accordance with Berkshire West Safeguarding Children Board procedures; and

4.2.6 appropriate online safety and Prevent training.

Copies of these policies and a copy of Part 1 and, where appropriate Annex A of KCSIE (2020) are given to staff at induction.

4.3 Child protection training

4.3.1 All staff including the Head will receive a copy of this Policy and Part 1 and where appropriate, Annex A of KCSIE, and will be required to confirm that they have read and understand these.

4.3.2 The Head and all staff members will undertake appropriate child protection training which will be updated every 3 years and following consultation with the Berkshire West Safeguarding Children Partnership. In addition, all staff members will receive safeguarding and child protection updates at least annually.

4.3.3 Staff induction will also include training in online safety and Prevent training assessed as appropriate for them by the School.

4.3.4 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

4.3.5 The Nominated Safeguarding Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities. One member of the Governing body will receive appropriate Safer Recruitment training.

4.3.6 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings.

4.4 Designated Safeguarding Leads

4.4.1 DSLs and Deputy DSLs will, following consultation with the Berkshire West Safeguarding Children Partnership, undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 1.

4.4.2 Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training where available.

4.5 Teaching pupils about safeguarding

4.5.1 The School teaches pupils about safeguarding through the curriculum and PSHE, including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

4.5.2 Relevant issues may be covered through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), and delivered through PSHE education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from April 2021.

4.5.3 The safe use of technology is a focus in all areas of the curriculum and key ICT safety messages are reinforced as part of assemblies and tutorial/pastoral activities. The School has appropriate filters and monitoring systems in place (see the School's online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.

4.5.4 There is a wealth of further information available to support schools, college and parents/carers to keep children safe on line. Please refer to KCSIE September 2020.

5 Procedures

5.1 The child protection training provided to staff considers the types and signs of abuse and neglect staff must be aware of. The types of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 2.

5.2 Staff should refer to the guidance in Appendix 3 in the event of receiving a disclosure from a child and for guidance about recording concerns.

5.3 Staff members working with children should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

5.4 **If staff are ever unsure, they must always speak to the DSL.**

5.5 Early help (see Appendix 5)

5.5.1 The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

5.5.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

5.5.3 A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Berkshire West Safeguarding Children Partnership referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

5.5.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social case if the pupil's situation does not appear to be improving.

5.6 Concerns about a pupil's welfare

5.6.1 If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See paragraph 5.10 for the procedures for dealing with allegations against staff and volunteers.

5.6.2 On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Berkshire West Safeguarding Children Partnership referral threshold document. Such action may include early help or a referral to children's social care.

5.6.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

5.6.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

5.6.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

5.7 If a child is in immediate danger or at risk of harm

5.7.1 If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

5.7.2 Anybody can make a referral in these circumstances. See section 5.9 below for details on making a referral.

5.7.3 If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

5.8 Female Genital Mutilation (FGM)

5.8.1 Teachers must report to the police known cases of FGM in under 18s. See Appendix 1 for further information about FGM and this reporting duty.

5.9 Making a referral

5.9.1 The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.

5.9.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

5.9.3 If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

5.9.4 Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

5.10 Dealing with allegations against teachers, the Head, Governors, volunteers and other staff

5.10.1 The School has procedures for dealing with allegations against teachers, the Head, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE.

5.10.2 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (**Designated Officer(s)**). The Designated Officer(s) will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.

5.10.3 Detailed guidance is given to staff, Governors and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the staff code of conduct and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

5.10.4 Staff and volunteers should also feel able to follow the School's separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

5.11 Allegations against pupils

5.11.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:

(a) violence, including gender-based violence;

(b) threatening or intimidating behaviour;

(c) blackmail;

(d) misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;

(e) sexting (see the School's policy on the acceptable use for the School's approach to sexting);

(f) encouraging others to engage in inappropriate sexual behaviour;

(g) any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;

(h) bullying, including cyberbullying.

5.11.2 The School takes steps to minimise the risk of peer on peer abuse as outlined in Appendix 2. The School has robust anti-bullying procedures in place (see the School's anti-bullying policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk.

5.11.3 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

5.11.4 Allegations against pupils should be reported in accordance with the procedures set out in this Policy.

5.11.5 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

5.11.6 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

5.11.7 Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with

this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

5.12 Informing parents

5.12.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the Designated Officer(s), children's social care and/or the police before discussing details with parents. In all cases, the DSL will be guided by the Berkshire West Safeguarding Children Partnership referral threshold document.

5.12.2 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

6 Use of mobile phones and cameras

6.1 The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:

6.1.1 the School's acceptable use policy for pupils sets out the expectations on pupils from Prep to Sixth Form. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises;

6.1.2 staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff code of conduct;

6.1.3 parents may bring mobile phones onto the premises but in line with the new General Data Protection Regulations (GDPR) Act (2018), parents are not permitted to take film footage and photographs during school events unless invited to do so.

7 Record keeping, confidentiality and information sharing

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

7.2 Staff must record all concerns about a child on the School's pro forma record which is available on the information bank. Guidance on record keeping, and a copy of this form is set out in Appendix 3.

7.3 The DSL will open a child protection file following a report to him/her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

7.4 The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

7.5 The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

7.6 **The Data Protection Action 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

7.7 Governing bodies and proprietors should ensure relevant staff have due regard to data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. 'Safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share such special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so. Where the sharing of information would enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, nor does so if gaining consent would place a child at risk. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

7.8 Where allegations have been made against staff, the School will consult with the Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

8 Monitoring and review

8.1 The Designated Safeguarding Lead will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

8.2 Any child protection incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Governing Council. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

8.3 The full Governing Council will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Council. The written report should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these

have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

8.4 The full Governing Council should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer(s). The full Governing Council will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Governing Council will be made.

Appendix 1: Designated Safeguarding Lead (DSL)

1 The DSL for the Senior School site is Mr Brendan Fanning, Deputy Head and Director of Sixth Form who may be contacted on 0118 987 2256. The DSL for the Junior School and EYFS setting is Miss Clare Boyden, Deputy Head of Junior School, who may be contacted on 0118 931 3111.

2 The Deputy DSLs are Miss Allison Hadwin, Deputy Head, Senior School who may be contacted on 0118 987 2256 and Mrs Sacha Heard, Head of Staff Development at the Junior School who may be contacted on 0118 931 3111.

3 In accordance with Annex B of KCSIE, the main responsibilities of the DSLs at The Abbey School are:

3.1 Managing referrals

The DSL is expected to:

3.1.1 refer cases of suspected abuse to the local authority children's social care as required;

3.1.2 support staff who make referrals to the local authority children's social care;

3.1.3 refer cases to the Channel programme where there is a radicalisation concern as required;

3.1.4 support staff who make referrals to the Channel programme;

3.1.5 refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required; and

3.1.6 refer cases where a crime may have been committed to the police as required.

3.2 Working with others

3.2.1 Liaise with the Head with regard to issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

3.2.2 As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

3.2.3 Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

3.2.4 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing, or have experienced, with teachers and school and college leadership staff.

3.2.5 Ensuring that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the

challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. Heads of Year are also central to this process.

3.3 Children potentially at greater risk of harm

3.3.1 Some Abbey children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances.

3.3.2 A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. An Abbey education may be crucial to helping address these disadvantages.

3.3.3 Once the local authorities has informed the School that a child has a social worker, the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

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

3.3.5 Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this; this is welcomed by the School.

3.4 Raise awareness

3.4.1 The DSL should ensure this Policy is known, understood and used appropriately.

3.4.2 Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Council regarding this.

3.4.3 Ensure this Policy is available publicly.

3.4.4 Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.

3.4.5 Maintain links with the Berkshire West Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding.

3.5 Child protection file

3.5.1 Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

3.5.2 In addition to the Child Protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

3.6 Prevent

In accordance with the *Prevent duty Guidance for England and Wales* and *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (2015) the DSL has, in addition, the following responsibilities:

3.6.1 acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;

3.6.2 co-ordinating Prevent duty procedures in the School;

3.6.3 liaising with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;

3.6.4 undergoing WRAP or other appropriate training;

3.6.5 maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and

3.6.6 monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

4 The Deputy DSLs will carry out this role where the DSL is unavailable.

5 The DSLs and the Deputy DSLs have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

5.1 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

5.2 have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

5.3 ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;

5.4 are alert to the specific vulnerabilities of children in need, those with special educational needs and young carers, particularly in regard to online safety;

5.5 are able to keep detailed, accurate, secure written records of concerns and referrals;

5.6 understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

5.7 obtain access to resources and attend any relevant or refresher training courses;

5.8 encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

5.9 Understand the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

5.10 understand the importance of information sharing, within the school and with safeguarding partners, other agencies, organisations and practitioners in line with 'Working Together to Safeguard Children' (2018).

5.11 are able to understand the unique risks association with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

5.12 can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Appendix 2: Types and signs of abuse and specific safeguarding issues

1 Types of abuse

1.1 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1.2 Part one of KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

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

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

1.5 **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

1.6 **Neglect:** the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from

home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2 Signs of abuse

2.1 Possible signs of abuse include, but are not limited to:

2.1.1 the pupil says she has been abused or asks a question or makes a comment which gives rise to that inference;

2.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

2.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

2.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

2.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;

2.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

2.1.7 the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

2.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

2.2 The Berkshire West Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice *What to do if you're worried a child is being abused* (2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3 Specific safeguarding issues

3.1 Specific safeguarding issues include, but are not limited to, the below. Further guidance in many of these areas is included in this section.

3.1.1 Bullying including cyberbullying;

3.1.2 Children missing education;

3.1.3 Children missing from home or care;

3.1.4 Child sexual or criminal exploitation;

3.1.5 Domestic abuse;

3.1.6 Drugs;

3.1.7 Fabricated or induced illness;

3.1.8 Faith abuse;

3.1.9 Female genital mutilation (fgm);

3.1.10 Forced marriage;

3.1.11 Gangs and youth violence;

3.1.12 Gender-based violence / violence against women and girls (**vawg**);

3.1.13 Hate;

3.1.14 Mental health;

3.1.15 Missing children and adults;

3.1.16 Private fostering;

3.1.17 Preventing radicalisation;

3.1.18 Relationship abuse;

3.1.19 Sexting;

3.1.20 Trafficking.

3.2 Children missing education

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

3.2.2 This will assist the local authority to:

(a) fulfil its duty to identify children of compulsory school age who are missing from education; and

(b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

3.2.3 The School shall inform the local authority of any pupil who:

(a) fails to attend School regularly; or

(b) has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

3.2.4 School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about her welfare.

3.3 Mental Health

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

3.3.2 Where staff have a concern about a child's mental health that may indicate a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead or a deputy.

3.3.3 The Department for Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people, which are available to staff.

3.4 Domestic Abuse

3.4.1 The cross-government definition of domestic violence and abuse is 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

3.4.2 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.

3.5 Peer on Peer Abuse

3.5.1 All staff should be aware that children can abuse other children (often referred to a peer on peer abuse). This is most likely to include, but may not be limited to:

(a) bullying (including cyberbullying);

(b) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

(c) sexual violence, such as rape, assault by penetration and sexual assault;

(d) sexual harassment, such as sexual comments; remarks, jokes or taunting; physical behaviour such as deliberate unwanted physical contact; and online sexual harassment, including the unwanted sharing of images and sexual comments and messages on social

media. All of this may be stand-alone or part of a broader pattern of abuse;

(e) 'upskirting', where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim;

(f) sexting (also known as youth produced sexual imagery); and

(g) initiation/hazing type violence and rituals

3.6 Sexual violence and sexual harassment between children

3.6.1 Detailed advice on this issue is available in the DfE publication. Sexual violence and sexual harassment between children in schools and colleges, and guidance on managing reports can be found in Part 5 of KCSIE.

3.6.2 The initial response to a disclosure is important and schools should ensure the victim is taken seriously and supported. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

3.6.3 Schools should act in the best interests of the child. The needs and wishes of the child should be paramount (along with protecting the child) in any response.

3.6.4 Decisions are made on a case-by-case basis, with the DSL taking a leading role, and supported by other agencies such as children's social care or the police.

3.6.5 The School will make a risk and needs assessment in cases of a report of sexual violence (the need for a risk assessment following a report of sexual harassment should be decided on a case by case basis). The assessment should consider the victim, alleged perpetrator and other children at the school, be recorded and kept under review.

3.7 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

3.7.1 Child Sexual Exploitation (CSE) 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media.

3.7.2 Child Criminal Exploitation (CCE) is 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 any criminal 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, and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

3.7.3 Children rarely self-report CSE or CCE, so it is important that practitioners are aware of potential indicators of risk:

(a) Unexplained gifts or new possessions

(b) Association with other young people involved in exploitation

(c) Changes in emotional well-being;

(d) Misuse of drugs and alcohol

(e) Going missing for periods of time or regularly coming home late

(f) Regularly missing school or education or not taking part in education

(g) Having older boyfriends or girlfriends (CSE)

(h) Sexually transmitted infections or pregnancy (CSE)

3.7.4 Both CSE and CCE may be a one-off occurrence or a series of incidents over time, perpetrated by individuals or groups, males or females, adults or children, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

3.7.5 The power imbalance typical of CSE and CCE may manifest itself in different ways: for example age, gender, sexual identity, cognitive ability, physical strength, status etc.

3.8 County Lines

3.8.1 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, using dedicated mobile phone lines or other form of “deal line”.

3.8.2 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs

create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

3.8.3 One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be raised immediately.

3.8.4 All staff should be aware of the associated risks and understand the measures in place to manage these forms of abuse. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

3.9 Honour-based Abuse (so-called)

3.9.1 All forms of so-called honour-based abuse or violence are abuse (regardless of motivation) and should be handled and escalated as such. 'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. This includes FGM, forced marriage and practices such as breast ironing. Any member of staff who has a concern regarding a child that might be at risk of HBA should speak directly to the Designated Safeguarding Lead who will activate appropriate safeguarding procedures, using the Single Point of Access.

3.9.2 **Female genital mutilation (FGM)**

(a) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

(b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools).

(c) All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

(d) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy.

(e) Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

3.9.3 **Forced marriage**

(a) Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

(b) Staff should speak to the Designated Safeguarding Lead if they have any concerns.

3.10 Radicalisation and the Prevent duty

3.10.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.10.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.10.3 The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

(a) Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

(b) Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

3.10.4 There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

3.10.5 However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral and engagement with the Channel support programme

3.10.6 Example indicators that an individual is engaged with an extremist group, cause or ideology include:

(a) spending increasing time in the company of other suspected extremists

(b) changing their style of dress or personal appearance to accord with the group

(c) day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause

(d) loss of interest in other friends and activities not associated with the extremist ideology, group or cause

(e) possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)

(f) attempts to recruit others to the group/cause/ideology; or

(g) communications with others that suggest identification with a group / cause / ideology.

3.10.7 Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

(a) clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills

(b) using insulting or derogatory names or labels for another group

(c) speaking about the imminence of harm from the other group and the importance of action now

(d) expressing attitudes that justify offending on behalf of the group, cause or ideology

(e) condoning or supporting violence or harm towards others; or

(f) plotting or conspiring with others.

3.10.8 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

3.10.9 The DfE's briefing note *The use of social media for on-line radicalisation* (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk. The use of technology has become a significant component of many safeguarding issues including radicalisation. There are broadly three areas of risk with regard to online platforms and radicalisation:

content – being exposed to harmful material; contact – being exposed to harmful interaction; and conduct – personal online behaviour that increases the likelihood of harm or causes harm.

4 Special educational needs and disabilities

4.1 The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.

4.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

4.2.1 a child's special educational needs may mask abuse

4.2.2 there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability and are not subject to further exploration;

4.2.3 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

4.2.4 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Appendix 3: guidance for staff and volunteers on suspecting or hearing a safeguarding concern

1 Receiving a disclosure

1.1 A member of staff or volunteer suspecting or hearing a safeguarding concern:

1.1.1 must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

1.1.2 must not ask leading questions, i.e. a question which suggests its own answer;

1.1.3 must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and

2 Recording the concern

2.1 Staff must record all concerns about a child in writing.

2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

2.2.1 the child's details: name, date of birth, address and family details;

2.2.2 date, time and place of the event / concern and of the disclosure;

2.2.3 the essence of what was said and done by whom and in whose presence;

2.2.4 the action taken and by whom;

2.2.5 the name, signature and position of the person making the record.

2.3 The School has a pro forma record which should be completed and passed on when reporting the matter in accordance with this Policy. This pro-forma is available on the Staff Information bank. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

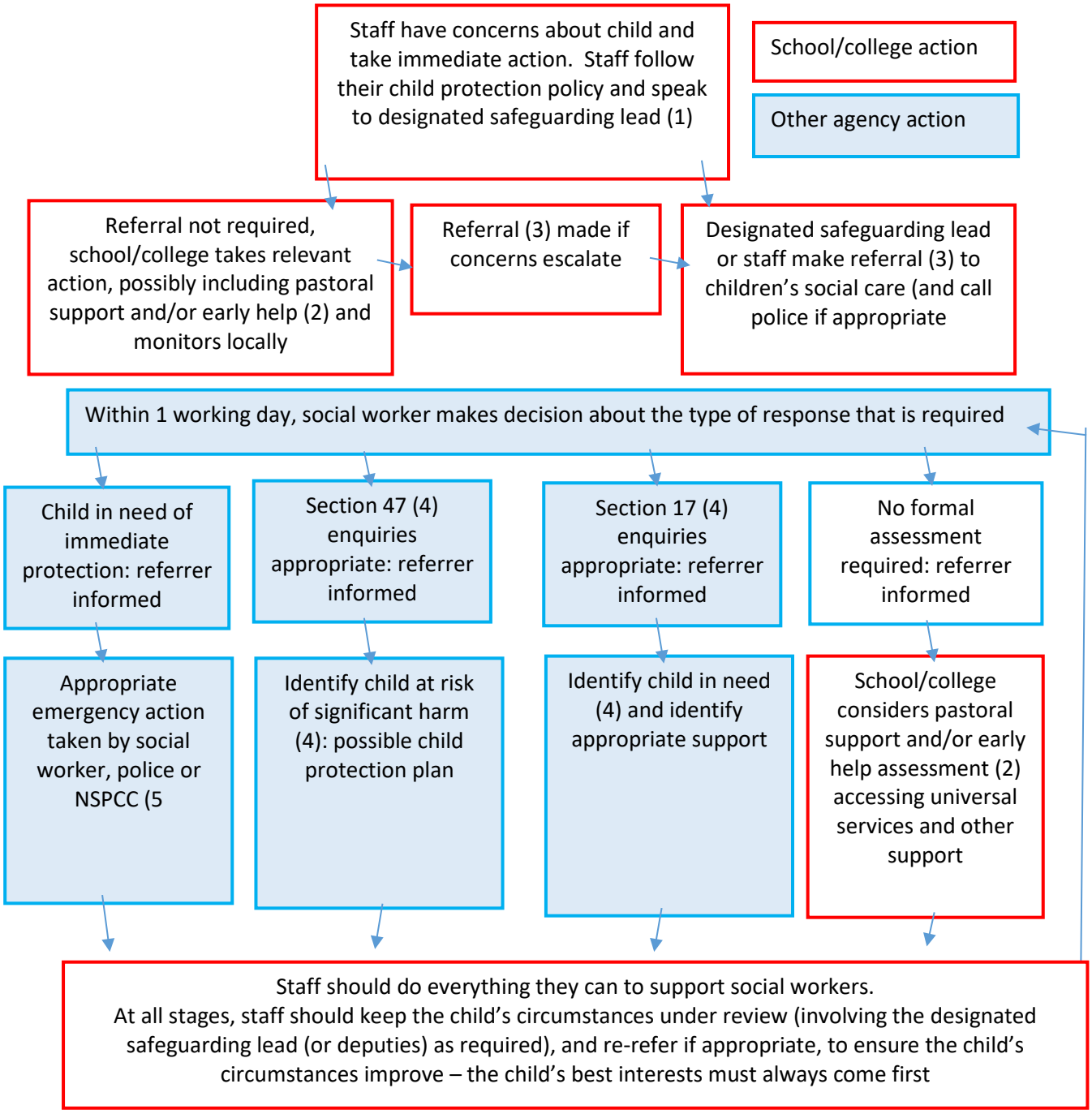
2.4 All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record (see below) and passed on when reporting the matter in accordance with this Policy.

3 Record of concern

Child's Name:			
Child's DOB:			
Female	**Ethnic Origin**	**DisabilityY/N**	**Religion**
Date and Time of Concern:			
Your account of the Concern (what was said, observed, reported and by whom)			
Additional Information (your opinion, context of concern/disclosure)			
Your Response (what did you do/say following the concern)			
Your Name:			
Your Signature:			
Your Position in School:			
Date and Time of this Recording:			
Action and Response of DSL / HT			

Name: …… Date: ……

4 Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Appendix 4.
(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment as per Chapter one of Working Together to Safeguard Children.
(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
(5) This could include applying for an Emergency Protection Order (EPO)

Appendix 4: Dealing with allegations against teachers, the Head, Governors, volunteers and other staff

1 The School's procedures

1.1 The School's procedures for dealing with allegations made against staff (including supply staff and volunteers) will be used where the teacher, the Head, Governor, volunteer or other member of staff has:

1.1.1 behaved in a way that has harmed a child, or may have harmed a child;

1.1.2 possibly committed a criminal offence against or related to a child; or

1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

1.1.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children

1.2 Any allegations not meeting this criteria will be dealt with in accordance with the Berkshire West Safeguarding Children Partnership procedures. Advice from the Designated Officer will be sought in borderline cases.

1.3 All such allegations must be dealt with as a priority without delay. The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.

1.4 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation

2.1 The reporting requirements for allegations against a teacher, the Head, Governor, supply staff, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his / her concerns with the DSL and making a referral via him / her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

2.2 Where an allegation or complaint is made against any member of staff (other than the Head), the Designated Safeguarding Lead or a volunteer, the matter should be reported immediately to the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Head will consult with the Designated Safeguarding Lead.

2.3 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding Governor, without first notifying the Head. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. The Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.4 Where an allegation is made against any Governor, the matter should be reported immediately to the Chair of Governors or the Nominated Safeguarding

Governor. If either the Chair of Governors or the Nominated Safeguarding Governor are the subject of an allegation, the matter should be reported to the other The allegation will be discussed immediately with the Designated Officer(s) before further action is taken. Where appropriate, the Chair of Governors will consult the Nominated Safeguarding Governor, and vice versa.

2.5 If it is not possible to report to the Head or Chair of Governors or Nominated Safeguarding Governor in the circumstances set out above, a report should be made immediately to the Designated Safeguarding Lead. The Designated Safeguarding Lead will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Chair of Governors and the Nominated Safeguarding Governor.

2.6 The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3 Supply Teachers

3.1 In some circumstances the School may have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Any supply teachers are under the supervision, direction and control of the School when working even if their employer is a different body. The School will inform the relevant employer of its process for managing allegations in any such instance.

3.2 Where the School is not the employer it will nevertheless ensure allegations are dealt with properly. In no circumstances would the School cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

4 Disclosure of information

4.1 The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.

4.2 The Parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

4.3 Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

4.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

5 Further action to be taken by the School

5.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will

take action in accordance with Part four of KCSIE and the School's employment procedures.

6 Ceasing to use staff

6.1 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

6.2 If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

6.3 Separate consideration will be given as to whether a referral to the Teaching Regulation Agency should be made where a teacher has been dismissed, or would have been dismissed had he/she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

7 Malicious allegations

7.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

7.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

7.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

8 Record keeping

8.1 Details of allegations found to be malicious will be removed from personnel records.

8.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

8.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

8.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.[2]

[2] In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

Appendix 5: Early Help

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

1.6 is disabled and has specific additional needs;

1.7 has special educational needs (whether or not they have a statutory education, health or care plan);

1.8 is a young carer;

1.9 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

1.10 is frequently missing/goes missing from care or from home;

1.11 is misusing drugs or alcohol themselves;

1.12 is at risk of modern slavery, trafficking or exploitation;

1.13 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

1.14 has returned home to their family from care;

1.15 is showing early signs of abuse and/or neglect;

1.16 is at risk of being radicalised or exploited;

1.17 is a privately fostered child.

2 ALL staff should be prepared to identify children who may benefit from early help.

Appendix 6: COVID-19: The Abbey's arrangements for Safeguarding and Child Protection September 2020

1 In conjunction with KCSIE 2020 and Guidance for Full Opening: Schools, DFE, 28th August 2020:

1.1 During any future full or partial lockdown, the best interests of children must continue to come first. If anyone in school (or working remotely) has a safeguarding concern, they should continue to act and act immediately as per the Safeguarding and Child Protection Policy. Particular vigilance should remain for any vulnerable children and those children who do not meet the vulnerable definition but who have concerns of which we are aware.

1.2 Protocols for safe online working and remote working will be followed, and updated as needed, in the event of partial or full remote working restarting. Volunteers will not be utilised during full or partial remote working. Recruitment may continue with adjustments as needed, but still in line with the Safer Recruitment Policy.

1.3 Attendance will be monitored as per current government guidelines.