

## Emmer Green Primary School

## Safeguarding Policy (including Child Protection)

## PART 1 INTRODUCTION AND DESIGNATED ROLES

**Rights Respecting Schools**

Emmer Green Primary School is a Rights Respecting School. School policies will respect the UN Convention on the rights of the child. The Safeguarding policy links to:

*Article 19: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.*

*Article 23: Children who have any kind of disability have the right to special care and support so that they can lead full and independent lives*

*Article 24: Children have the right to good quality health care, safe drinking water, nutritious food, a clean and safe environment, so that they can stay healthy.*

**COVID 19**

The interim COVID 19 guidance was removed from KCSIE 2021. However, this school recognises there may be ongoing wellbeing and mental health issues with all children because of the disruptive nature of education and school closures between March 2020 and March 2021 and ongoing absences from COVID in 2021 – 22 and will have due regard.

**CONTEXT OF THE SCHOOL WITH REGARD TO SAFEGUARDING**Local issues

Reading is regarded as a “hotspot” for:

- FGM – the rate is higher than the average for England (City University report cites prevalence rate as 0.7% in Reading 3.11.2020)
- Deaths from heroin and morphine drug use puts Reading in top ten towns for drug deaths in England (Source: Office of National Statistics April 2018). The number of drug deaths and rate rose in the period 2018 – 2020 especially amongst men. (ONS August 2021). The census of 2021 reported that deaths from heroin in Reading were up to 6 times higher than neighbouring authorities.
- County Lines
- Rising numbers of Domestic Abuse (Source: Thames Valley Police and Home Office figures); domestic abuse cases doubled in 2019/20 exacerbated by lockdown

Also, whilst the most recent Ofsted ‘focussed visit’ report for Reading Children’s Services (Feb 2022) shows that “whilst some processes and partnerships have been strengthened, not all children make sufficient progress”

Schools should ensure:

- That they are clear about their part in protection plans and that they are comprehensible
- That dates for review are identified within recommended timescales
- That children have a chance to express their views either at meetings held in school OR by having their thoughts recorded ahead of meetings
- Meticulous records are kept and missing paperwork from children’s services is chased up

The school will have due regard to the above issues by:

FGM	See section in this policy Annual FGM leaflet issued to all staff. To be read, understood and signed by each member of staff. September 2023
County Lines	School PSHE scheme
Reading children's services	DSL to follow up cases where communication is poor
Domestic abuse	Have regard to Berkshire Women's Aid; helpline 0118 950 4003 making referrals where appropriate <a href="http://www.berkshireromensaid.org.uk/">http://www.berkshireromensaid.org.uk/</a>
Prevent	See section in this policy Annual prevent information issued to staff. To be read, understood and signed by each member of staff. September 2023
CSE	Annual CSE information issued to staff. To be read, understood and signed by each member of staff. September 2023

## AIMS

The aim of this Policy is to ensure that the school safeguards and promotes the welfare of children effectively, in accordance with the duties arising from Section 175 of the Education Act 2002, and guidance issued by Department for Education<sup>1</sup>.

Please note this school will have due regard to ***Keeping children safe in education; statutory guidance for schools and colleges. September 2023***

## PRINCIPLES

It is a basic right of every child to feel safe and protected from any situation or practice that result in a child being harmed through abuse or neglect.

This school recognises its legal and ethical duty to promote the well-being (including the mental and physical health) of pupils at the school, protect them from harm, and take appropriate action where we have concerns. We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child. To this end there is a whole school approach to safeguarding, which is reinforced through whole school inset, team meetings, and regular briefings.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

As a consequence, we

- Will maintain an attitude of **'it could happen here'**
- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- will ensure that all staff are aware of systems within the school which support safeguarding through induction
- will ensure that all staff have an awareness of safeguarding issues that can put children at risk of harm including the consensual and non-consensual sharing of nudes and semi nudes and / or videos can be signs that children are at risk
- **will ensure that effective filtering and monitoring systems are in place and regularly reviewed**
- recognise that abuse and neglect are likely to have significant detrimental impacts on a child's learning, social and emotional well-being, behaviour and attendance
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated Person, who will refer on to Brighter Futures for Children (Children's Services) in accordance with the new three safeguarding partner arrangements working with partners from three sectors; the local authority, the clinical commissioning group and the chief officer of police
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- will ensure that all staff are aware of the child protection procedures established by the Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual), and, where appropriate, the Local Authority, and act on any guidance or advice given by them. These can be found at <https://proceduresonline.com/berks/reading/index.html>
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children
- will ensure that staff are able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report
- will be aware that children may not feel ready to know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or being threatened. This could be due to their vulnerability, disability and /or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- will have due regard to the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty
- ensure that children have a trusted adult who they can be open with

All members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act pro-actively in child welfare matters. Where any member of staff fails to act in accordance with this policy, this may be dealt with as a disciplinary matter.

### DESIGNATED MEMBER OF STAFF

The designated safeguarding lead (and deputy) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The designated senior member of staff (designated person) for child protection in this school is:

**Mrs Tonia Crossman**

In her absence, these matters will be dealt with by:

**Mrs Nicola Herbert** (Deputy Head teacher), **Mrs Jennifer Wells** (Inclusion Manager), **Mrs Katie Hughes** (Inclusion Manager), **Mrs Rebecca Masri** (ELSA and Family Support Worker)

The areas of responsibility for the designated safeguarding lead are:

**Managing referrals** as appropriate by:

- Referring cases to social care, giving as much detail as possible for context
- Referring cases that involve a staff member to the LADO (Local Authority Designated Officer)
- Referring cases to the DBS (Disclosure and Barring Service)
- Referring to the police
- Acting as a source of support, advice and expertise to staff

Managing **Training** by:

- Ensuring own training every 2 years
- Understanding assessment process for early help and intervention
- Having a working knowledge of the procedures for child protection case conferences and reviews and attending and contributing to said conferences
- Ensuring staff members understand school policy and that they alert the DSL (Designated Safeguarding Lead) immediately on concerns
- Being alert to children's needs
- Keeping accurate records of concerns and referrals
- Obtaining resources and attending refresher training for staff members
- Encouraging a culture of listening to children
- Ensuring that staff receive Universal Safeguarding Training on induction and that it is subsequently updated as required
- Ensuring staff have other training at least annually in person, and are alerted to safeguarding updates regularly via staff meetings and briefings
- Ensuring that all staff receive part 1 of "Keeping Children Safe in Education" **September 2023** at induction and will be expected to demonstrate their understanding

Please note both **KCSIE 2023** and Universal Safeguarding training will cover the definitions, signs and symptoms of the four kinds of abuse and neglect (Physical, Emotional, Sexual abuse and Neglect)

**Raising awareness by:**

- Ensure the school's safeguarding policy and child protection procedures are known, understood and used appropriately;
- Ensure the school's safeguarding policy and child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Promote awareness of educational outcomes for those children with a social worker

The DSL will act as a point of contact with the three safeguarding partners.

The DSL will also manage school procedures to record concerns and incidents.

**LOOKED AFTER CHILDREN**

The designated senior member of staff (designated person) for looked after children in this school is:

<b>Tonia Crossman</b>
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Information will be kept on:

- The child's looked after legal status
- Contact arrangements with those with parental responsibility
- Child's care arrangements and levels of authority delegated by the authority
- Details of the child's social worker
- The name of the virtual head in the authority who looks after the child

The designated person for looked after children will work with the virtual school head to ensure pupil premium plus additional funding is best used to support looked after children in school.

**DESIGNATED GOVERNOR**

The Designated Governor for Safeguarding at this school is:

<b>Andrea Grashoff (Vice Chair)</b>
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The Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will audit and review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school;

- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- Safeguarding and Child protection is integrated with induction procedures for all new members of staff and volunteers
- The school follows the procedures agreed by the LSCB and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

## **SAFEGUARDING IN SCHOOL**

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the school's policies on:

- Social and Emotional Aspects of Learning; Personal, Social, Health and Citizenship Education; Relationships Education, Sex and Relationships Education; Drug Education; child protection issues will be addressed through the curriculum as appropriate.
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualised behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.
- Safer recruitment and code of conduct for staff.
- Whistleblowing
- Special Educational Needs and Disabilities
- Racist incidents
- Confidentiality
- Behaviour including bullying
- Attendance (including when children go missing)
- Health & Safety
- Physical Intervention
- Code of Conduct for Staff
- Medical Conditions
- Health and Safety
- Online Safety
- Lone Working
- Intimate care
- British Values at Emmer Green Primary School

## PART 2 ADMIN MATTERS

THESE ARE IN ALPHABETICAL ORDER AND NOT NECESSARILY ORDER OF IMPORTANCE

### CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interest of the child.

Please also see appendix one: Child sexual violence and sexual harassment policy

### DEALING WITH CONCERNS

Members of staff and volunteers must not investigate suspicions; if somebody has reason to consider that a child may be suffering, or may be at risk of suffering significant harm, they must always discuss such concerns to the Designated Person, who will refer the matter to the relevant Local Authority.

To this end, volunteers, supply staff and school staff will act immediately and follow the procedures below;

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- where a child or young person makes a direct allegation or implies that they have been abused,
- makes an allegation against a member of staff <sup>2</sup>

they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the Designated Safeguarding Lead (or head teacher if an allegation about a member of staff) and agree action to take

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the

[Berkshire West Safeguarding Children Partnership \(in Reading\) Procedures Manual](#)

Where children are potentially at greater risk of harm they may need a social worker. The DSL should hold this information and should share information as appropriate. Where children need a social worker, this should inform decisions about safeguarding.

### INFORMATION SHARING

Whilst GDPR places duties on organisations to process personal information fairly and lawfully and to keep the information they hold safe and secure; this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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<sup>2</sup> Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes. This school will be proactive in sharing information where possible and as early as possible to help identify, assess and respond to risks and concerns about the safety and welfare of children.

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. Please see KCSIE 2022 para 118 or see Chapter 1 of Working Together to Safeguard Children and or click on the document link below.

When in doubt about sharing information schools should seek independent legal advice.

When children transfer to another school, the DSL will ensure their child protection file is transferred to the new school as soon as possible. This will be hand delivered to local schools where possible or sent by secure email. Secure transit must be used and confirmation of receipt obtained. This file will be transferred separately from the main file.

As a receiving school, the admin officer will notify the Headteacher/ DSL on arrival of a CP file.

If appropriate, the DSL may share information with a new school in advance of a child leaving so that the appropriate support can be put in place.

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)

## **RECORD KEEPING**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Information should be kept confidential and stored securely. Concerns and referrals are kept in a separate CP file for each child and will be kept separate from the child's main file; the DSL will restrict access to those people who have a role to play in protecting the child. Child Protection information held electronically will be password protected.

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

All staff should discuss recording requirements with the DSL

## **USE OF SCHOOL PREMISES FOR NON SCHOOL ACTIVITIES**

Where the Governing body hire out school premises to organisations of individuals (community groups, sports associations) they should ensure appropriate arrangements are in place to keep children safe. Such considerations will be made explicit in any contract or service level agreement with the bodies.

When services or activities are provided by the Governing body under the direct supervision or management of their school then the SCHOOL'S arrangements for child protection will apply.

Where these activities are provided separately then arrangements must be in place to liaise with the school re safeguarding arrangements and again should be made explicit in the service level agreement. Failure to comply will lead to termination of the agreement.

DBS checks will be carried out as appropriate.



## PART 3 ADULTS IN SCHOOL

THESE ARE IN ALPHABETICAL ORDER AND NOT NECESSARILY ORDER OF IMPORTANCE

**ALLEGATIONS MADE AGAINST/ CONCERNS RAISED IN RELATION TO TEACHERS, INCLUDING SUPPLY TEACHERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS**

This school will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately by ensuring

- that all concerns are shared responsibly with the right person
- that inappropriate or problematic behaviour is identified early
- that the risk of abuse is minimised
- all adults in school are clear about professional boundaries

If an allegation that any member of staff (including any volunteer or Governor) may have:

- 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 would pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

the allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual (links above and on page 24)

Allegations made against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The school may have to consider an allegation against an individual not directly employed by them, for example, an agency supply teacher. Although not employed by the school the supply teacher is under the supervision, direction and control of the governing body and therefore the school should take the lead and should work with the LADO to establish the facts

The Head Teacher rather than the Designated Person will manage the allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response.

There are procedures in place to make a referral to the DBS if a member of staff has been removed or dismissed due to safeguarding concerns or would have been had they not resigned. There must be consideration whether to refer to the Secretary of State via the Teaching Regulation Agency (details on Gov.UK)

The Head Teacher (or Chair of Governors) will report without delay to the Local Authority Designated Officer (LADO).

Reading Borough Council, Civic Offices  
Bridge Street, Reading, RG1 2LU

[LADO@brighterfuturesforchildren.org](mailto:LADO@brighterfuturesforchildren.org)

0118 937 2684

Staff who have concerns about another staff member this should refer to the Head teacher. If it is about the Head teacher, then this should be referred to the Chair of Governors. Staff should also see the Whistleblowing policy.

Other whistleblowing channels are available to staff:

[Advice on Whistleblowing](#)

NSPCC Whistleblowing advice line or call 0808 800 5000 (8am – 10pm Mon – Fri, 9am – 6pm weekends) or email [help@nscpc.org.uk](mailto:help@nscpc.org.uk)

Or

Whistleblowing Advice Line 0800 028 0285

## CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents
- Contacting children through private telephones (including texting), e-mail, apps, or social networking websites.
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this Policy and the Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual, we will view this as misconduct and take appropriate action.

Where any member of staff in the school believes that the Head Teacher is failing to act in accordance with this Policy, they should bring it to the attention of the Chair of Governors.

Emmer Green Primary School Chair of Governors  
Sarah Phelps-Jones & Laura Purser (co-chairs)  
Contact via the school office on 0118 9375464  
or via email at  
[admin@emmergreen.reading.sch.uk](mailto:admin@emmergreen.reading.sch.uk)

## GOVERNORS

Governors are required to have an enhanced DBS check

The Governing Body will ensure that **all** governors will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Governors should ensure that the school has appropriate filters and monitoring systems in place and regularly review their effectiveness and that these are age appropriate for the pupils.

## INDUCTION & TRAINING

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school will receive basic child protection information (What to Do If You Suspect a Child Is Being Abused) and a copy of this policy within one week of starting their work at the school.

Volunteers must be given the safeguarding leaflet.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. Currently this is Universal Safeguarding Level 1.

The Head teacher is a designated trainer and is responsible for ensuring all staff are trained.

Training will cover the definitions, signs and symptoms of neglect, physical, sexual and emotional abuse.

Staff will attend refresher training every three years, and the designated person every two years.

## MULTI AGENCY WORKING

The three safeguarding partners are the local authority, the local clinical commissioning group, and the chief officer of police within the local area.

This school contributes to multiagency working in line with statutory guidance [Working Together to Safeguard Children](#) and will expect to be actively and fully engaged with the three safeguarding partners to safeguard and promote the welfare of children in local need.

## PHYSICAL CONTACT & RESTRAINT

Members of staff may have to make physical interventions with pupils; generally, this should be avoided unless it is necessary to protect the child, or another person, from immediate danger.

## RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. In order to achieve this, we will follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education" and "Keeping children safe in education" [KCSIE Part Three September 2023](#)

We will ensure that:

- Any advert will include the skills, experience, attitudes and behaviours required for the post as well as the safeguarding REQUIREMENTS and responsibilities (re job description and personal spec)
- And advert will state whether the post is exempt from the Rehabilitation of Offenders Act 1973
- Application packs will provide either child protection policies or a link to the policies on the school website
- Applicants will be required to provide personal details, current and former names, current address and NI number
- Shortlisting will be carried out with at least two people and the same people who carry out shortlisting will also carry out the interview for consistency
- Shortlisted candidates should complete a self-declaration of their criminal record or information that would make them unsuitable to work with children
- Any offer of appointment made to a successful candidate, including one who has lived or worked abroad will be conditional subject to references and satisfactory completion or the necessary pre – employment checks which MUST be carried out
- References are on headed paper and may be followed up with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable children
- Electronic references originate from a legitimate source
- We verify a candidate's identity<sup>3</sup> using best practice of checking the name on a candidate's birth certificate where available
- Obtain a certificate for an enhanced DBS check which will include barred list
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Use the TRA, Teacher Employer Access service where necessary
- <https://teacherservices.education.gov.uk/>
- We verify the person's right to work in the UK
- If the person has lived or worked outside the UK, we will make any further checks the school considers appropriate, including from previous EU partner countries
- We verify professional qualifications
- That the candidate satisfies conditions as to health and physical capacity
- That previous employment history is examined and any gaps accounted for
- We will maintain a Single Central Record of all staff, including agency and third party supply staff

## SUPPLY TEACHERS

Supply agencies must give written notification of enhanced DBS checks for staff used by the school. Supply teachers not from an agency must obtain an enhanced DBS which must be recorded on the school's Single Central Register (SCR)

<sup>3</sup> Identification checking guidelines GOV.UK website <https://www.gov.uk/government/publications/dbs-identity-checking-guidelines> (JULY 2021)

**TRAINEE/ STUDENT TEACHERS**

Students on placement must have an enhanced DBS check.

**VISITORS**

Visitors in a professional capacity (Educational Psychologists, social workers etc) will have their ID checked and be assured that the visitor has the appropriate DBS check (or that the visitor's employers have confirmed their staff have had the appropriate checks)

Children's relatives or visitors attending school activities will not be required to have checks

Careful consideration will be given to the suitability of any external organisations

**VOLUNTEERS**

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or frequently, we will treat them as if they were paid employees and check them to ensure their suitability to work with children.

Volunteers and visitors will be given a leaflet entitled "Guidance for adults visiting or working at Emmer Green Primary School"

**WORK EXPERIENCE**

Children under the age of 16 on work experience will not be expected to provide an enhanced DBS check. An enhanced DBS check may be requested for children on work experience over the age of 16 depending on how long or how regular the placement is. This decision will be taken by the DSL and a risk assessment form must be completed.

## PART 4 POSSIBLE HARMS

THESE ARE IN ALPHABETICAL ORDER NOT NECESSARILY ORDER OF IMPORTANCE

### BEHAVIOUR

Because of the link between abuse and some types of poor behaviour, where a pupil's behaviour is violent, bizarre or dangerous, including acts of vandalism or fire setting, staff will be alert to the possibility that this is an indicator of abuse

### CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION CCE

Different forms of harm often overlap, and perpetrators may subject children to multiple forms of abuse such as criminal exploitation, including county lines, and sexual exploitation.

Both CSE and CCE are forms of abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants (money, gifts or affection) and will be of advantage (financial or other) to the perpetrator or facilitator.

CSE and CCE can affect children both male and female and can include children who have been moved (trafficking) for the purpose of exploitation. It is important to note that the experience of girls who are criminally exploited can be very different to boys. See KCSIE 2021 annex B.

CSE is a form of sexual abuse

Children may be exploited by adults – male or female, as individuals or in groups. Sometimes children may be exploited by other children, who themselves may be being exploited. In this case the perpetrator is also recognised as a victim.

Indicators of both CSE and CCE

- Children appear with unexplained gifts, money, or new possessions
- Associate with other children involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education

Additional indicators that may be present in CSE

- Children have older boyfriends or girlfriends; and
- Suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

BE AWARE THAT THESE COULD HAPPEN IN PRIMARY SCHOOL

### CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

This section must be read alongside the current advice from the DfE in

[Sexual violence and sexual harassment between children in schools and colleges September 2021](#)

Ofsted's rapid review of sexual abuse in schools and colleges in June 2021 revealed the large-scale prevalence of sexual harassment and online sexual abuse and that children see these incidents as so "commonplace" that they see "no point" in reporting them. Although the report was focused mainly on secondary schools the issues will be present in primary schools and this school will maintain an attitude of "**it could happen here**".

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can be online or face to face – both physically and verbally. This school will build a culture so that **these are never acceptable**.

Addressing inappropriate behaviour – however innocuous or at any age can be a vital intervention that may prevent future problematic behaviour.

PLEASE SEE APPENDIX 1: (POLICY (GUIDELINES AND PROCEDURES) FOR CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT)

### **CHILDREN MISSING IN EDUCATION**

This school will keep **at least two** emergency contact numbers for each child where reasonably possible.

This school monitors attendance and addresses it when it is poor or irregular. We notify the LA of any pupil that fails to attend regularly.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

**All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education (the school will obtain written confirmation/ information from the parents)
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

This is done through the Educational Welfare Service.

Before deletion the school will notify the EWO of any children vulnerable to going missing. If children move schools and the school is notified through a third party, then the EWO will also be informed. The school will endeavour to follow up any such moves through the admissions team at the appropriate authority.

The school is required to notify the LA within 5 days when a pupil's name is added to the admissions register (other than when pupils are registered at the start of the school's youngest year).

Further information can be found in the [Children Missing Education guidance](#)

## **DOMESTIC ABUSE**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home (and experience it later in their own teenage relationships). All of which can have a detrimental and long term impact on their health, well-being, development and ability to learn.

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. Staff should be aware that in some cases a child may blame themselves for the abuse or may have had to leave the family home as a result. Where domestic abuse is reported or suspected staff must speak to the DSL to report concerns

Operation Encompass helps police and schools work together to provide emotional and practical help to children who have experienced a domestic abuse incident. See helpline and link on p24.

## **FEMALE GENITAL MUTILATION**

Female Genital Mutilation (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.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Indicators**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11 - 12 of the [Multi - Agency Practice Guidelines: Female Genital Mutilation](#), and Chapter 9 of those Guidelines (p42-44) focuses on the role of schools and colleges.

See also: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation> (July 2020)

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. This guidance has now been issued – see links above.

### **Actions**

If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. There is a mandatory reporting duty and these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher or other member of staff, discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, they must personally report it to the police.



They should still discuss this with the school's DSL

### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers<sup>11</sup>, along with social workers and healthcare professionals, 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. 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, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty now applies and teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Staff should also be aware of the practice of breast ironing <http://nationalfgmcentre.org.uk/breast-flattening/>

### **FORCED MARRIAGE**

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats (physical, emotional or psychological) or any other form of coercion is used to cause a person to enter into a marriage. Forcing a person into a marriage is a crime in England and Wales.

Please see p32 – 36 of the [Multi- agency guidelines for frontline workers](#) or contact the Forced marriage Unit if you need advice or information

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Tel: 020 7008 0151

Email [fmua@fcdo.gov.uk](mailto:fmua@fcdo.gov.uk)

Staff should be alert to this happening in Primary School as well as to older siblings.

### **HONOUR BASED ABUSE**

Honour based violence (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community including FGM, forced marriage, and practices such as breast ironing. All forms of HBA are abuse.

Staff in school need to be alert to the possibility of a child being at risk of, or having already suffered, HBA.

See pages 13 – 14 of the [Multi - agency guidelines: Handling cases of forced marriage](#) and pages 38 – 41 and 61 – 62 of the [Multi-agency statutory guidance on female genital mutilation](#) for further information.

Staff should be alert to this happening in Primary School as well as to older siblings.

### **LOOKED AFTER CHILDREN**

The most common reason for children becoming looked after is as a result of abuse and/ or neglect. Staff should have the appropriate access to information about these children. The DSL should have details of the child's social worker and the name of the Virtual Head from the local authority.

Statutory guidance for the designated teacher of looked after and previously looked after children is available here:

[The designated teacher for looked-after and previously looked-after children](#)

## **MENTAL HEALTH AND SAFEGUARDING**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day to day and identify behaviour that suggests they are experiencing or are at risk of developing a mental health problem.

Abuse, neglect or traumatic adverse childhood experiences can have a lasting impact through childhood and beyond. Any member of staff that has a mental health concern about a child should follow the school's child protection policy and speak to the DSL.

## **ONLINE SAFETY**

This school recognises that there are positive and negative aspects of the internet.

Within online safety there are four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material:
- Contact: being subjected to harmful online interaction with other users: and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm for example, making sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi – nudes and/or pornography, sharing other explicit images and online bullying
- Commerce: online gambling, inappropriate advertising, phishing and or financial scams (if staff or pupils are at risk report to the Anti Phishing Working Group <https://apwg.org>)

Children at this school will be taught how to manage:

- Cyber bullying
- Online privacy and personal information
- Reputation management and 'digital footprint'
- Sexting, grooming, pornography and inappropriate material
- Spam, phishing, viruses and malware (age appropriate)
- The dangers of lying about their age to get onto social networking platforms with a 13+ age limit
- Using online materials safely when learning at home
- Being tricked into getting undressed online in an age-appropriate way by using the LGFL guidance 'Undressed'

<https://undressed.lgfl.net/>

This school also recognises that the Internet is being used to recruit impressionable young people and that schools can tackle this in an age-appropriate way through the school's PSHE curriculum, through SMSC, through the explicit teaching of the school values as well as through the explicit teaching of British Values.

As Emmer Green Primary School works increasingly online it is essential that children are safeguarded from potential harmful and inappropriate online material.

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

Relevant staff and in this case the IT manager and DSLs have the responsibility for understanding the filtering and monitoring systems and processes in place in school (KCSIE 2023 Part 1 Paragraph 14) Staff are given an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring in safeguarding and child protection training at induction and at update meetings.

### **Filtering and monitoring: How we do this at Emmer Green**

The School purchases connectivity from an Internet Service provider which specialises in schools' connectivity. This includes comprehensive firewall and filtering systems:

1. Firewall – A network security device that monitors incoming and outgoing traffic and allows certain types of data in and out based on rules. It provides protection from cyber-attacks by shielding the school network from malicious or unnecessary network traffic.
2. Filtering – A solution that allows/blocks web browsing of certain websites based on page content, category, user, device, etc. Firewall at EG

### **Filtering at Emmer Green**

This is hosted by Schools Broadband, and set up with a default and heavily restricted standard set of filters that all networked devices must adhere to. Web pages are classified by the system, with certain categories blocked by default (weapons, porn, hate speech). Page content and links are constantly monitored and updated by the system, making most safe browsing an uninterrupted experience for users.

Devices in school have software installed that allows them to tell whether the user is staff or pupil, with even heavier restrictions on the latter.

Staff can request that a site be added or denied to staff and/or pupils as appropriate.

Every page visited by every device/user is logged on the system. Any attempts to visit blocked sites (user, machine, sites attempted, reason for block, date/time, etc) are included in access reports viewed daily by the DSL and IT Manager. Any attempts to visit blocked sites are investigated by the IT Manager and reported back to the DSL with an explanation or follow-up tasks.

Any concerns about an e-safety safeguarding matter, the green record of concern reporting form is completed and passed to the DSL.

Please cross reference with the Emmer Green Primary School Online safety policy and the E safety section of the school website and <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Please cross reference to IT policies, the online safety policy, the image use policy and the eSafety section of the school website. See also governors' responsibilities re filters on p11.

### **PHOTOGRAPHING CHILDREN**

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, we will ask that flash photography is disabled.

We will not allow others to photograph or film a pupil during a school activity without the parent's permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. All parents will be asked for written permission to use photos as required by GDPR.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions although we will ask parents not to put photos of other children on social networking sites.

## PREVENTING RADICALISATION

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

[Revised Prevent duty guidance; for England and Wales \(updated 1 April 2021\)](#) defines Extremism as:

“Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme through the school's DSL.

### Prevent

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism” This duty is known as the Prevent duty.

This school will approach the Prevent duty on three levels:

1. Be able to identify members of the school community who are vulnerable to and are at risk of being 'radicalised' and show signs of this
2. Know how to respond when children or young people show indications that they are vulnerable to risk
3. Ensure that the components of British Values are addressed implicitly and explicitly throughout the curriculum and other aspects of provision (cross reference to British Values document)

The Prevent Duty has four general themes

1. Risk Assessment

Within the context of England, Reading is considered a tier 3 priority area with tier 1 being the highest threat level and tier 3 the lowest. This school will have due regard to the terrorist incident in Reading in June 2020, the context of the offender, and the Government's calls for schools and other public places to be prepared for terrorist attacks *via lockdown procedures*.

The school will request relevant information from the Prevent lead in the local authority to understand the risks faced by pupils in this area.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in a pupil's behaviour

See Channel section below.

## 2. Working in Partnership

Policies will take into account the policies and procedures of the Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual (links above and on p24)

## 3. Training

The DSL will access Prevent training

All staff have received training in the Prevent Duty. See file for training record

All new staff will be expected to do eLearning training as part of their induction

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

## Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Staff should discuss possible referrals with the DSL.

## PRIVATE FOSTERING

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or 'a close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. There is a mandatory duty to inform the local authority of child in such arrangements.

If an arrangement is discovered, staff must report to the DSL who will:

- Ask parents and/ or foster carers if they have notified Children's Services of the private fostering arrangements
- Inform the private foster carers and the child's parents of their legal responsibilities and encourage them to contact Children's Services

PLEASE NOTE: Private fostering is an area of concern for RBC (Ofsted Inspection Report September 2019) so this school will endeavour to ensure clear communication with the LA.

## REMOTE LEARNING

Schools should have regard to the advice provided by the DfE to support schools specifically

Safeguarding and remote education**SERIOUS VIOLENCE**

Indicators which may signal children are at risk from, or involved with serious violent crime:

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts

See link with CSE and CCE above

Risk factors which increase the likelihood of involvement in serious violence are being male, frequently absent or permanently excluded from school, having experienced child maltreatment and previously being involved in offending

BE AWARE THAT THESE COULD HAPPEN IN PRIMARY SCHOOL

**(CHILDREN WITH) SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties overcoming these barriers.

**Who speaks for those who have no voice?**

At this school, there is an Inclusion Register. The Inclusion Leaders will be responsible for the upkeep of the SEND element and the Emotional Wellbeing Lead will be responsible for the vulnerable children element to ensure that safeguarding needs are considered.

PART 5  
MONITORING AND EVALUATION, USEFUL LINKS AND SOURCE MATERIAL

**MONITORING and EVALUATION**

Implementation and day to day working of this policy will be monitored by the Designated Person, who will liaise with the Head Teacher and Governors and bring to their attention any concerns that the Policy is not being adhered to, or any changes required arising from changes to statutory guidance or Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual

The Designated Person will report to the Governing Body 3 times per year

- Numbers of child protection concerns brought to her/his attention by staff at the school
- Number of such concerns that were reported to the Local Authority, and response
- Number of requests for information by Local Authority and CAFCASS Social Workers
- Attendances at Child Protection Conferences and Core Group Meetings
- Number of staff (including volunteers) who have received safeguarding training within the last year and the number who are due to receive training within the coming year.

The Head Teacher will report to the Governing Body 3 times per year

- Incidence of bullying
- Racist Incidents
- Complaints by parents about bullying and racist incidents
- Numbers of allegations against any member of staff
- Number of such concerns that were reported to the Local Authority Designated Officer, and response
- Any concerns raised by the School Council that are relevant to this Policy

Additionally, the Designated Safeguarding Lead and Designated Governing Body member will meet periodically either with the School Council or with a panel of pupils to discuss issues of safety, including bullying.

**DISSEMINATION**

The Designated Safeguarding Lead will ensure that a copy of this Policy will be made available to all new members of staff and volunteers.

Parents' attention will be drawn to the Policy through the normal school communication channels.

The name of the Designated Person (and any deputy) will be displayed in school.

**EMMER GREEN PRIMARY SCHOOL SAFEGUARDING PROCEDURES**

All information of school safeguarding procedures and policies, including pink record of concern forms, can be found in the school office. An electronic copy of the chronology of events is found on the Head (Q) drive.

**USEFUL LINKS**

[Berkshire West Safeguarding Partnership \(in Reading\) Procedures Manual](#)

[CSA Centre of Expertise on Child Sexual Abuse - free resources](#)

[Child Sexual Exploitation \(Definition and guide for practitioners\)](#)

[County Lines NCA.gov.uk](#)

[County Lines Toolkit](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

[Data Protection Toolkit for Schools](#)

[Mandatory Reporting of FGM - procedural information](#)

[Mental health and behaviour in schools](#)

[Preventing and responding to sexual harassment and sexual violence between children and young people NAHT June 2021](#)

[NSPCC - When to call the Police](#)

[NSPCC - UK domestic-abuse Signs Symptoms Effects](#)

[Operation Encompass](#)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

[PACE Code C 2019 \(Police and Criminal Evidence Act\)](#)

[Preventing and Tackling Bullying](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

[Sexual violence and sexual harassment between children in schools and colleges September 2021](#)

[Sharing nudes and semi - nudes: how to respond to an incident \(overview\) 23 Dec 2020](#)

[Teaching online safety in school](#)

## USEFUL TELEPHONE NUMBERS

Children's Single Point of Access:	0118 937 3641
Out of Hours Emergency Team	01344 351 999
National Domestic Abuse Helpline	0808 2000 247
NSPCC Whistleblowing Advice Line:	0808 800 5000
Operation Encompass Helpline (Mon-Fri 8-1)	0204 513 9990

## SOURCE MATERIAL

1. ***Keeping Children Safe in Education: Statutory guidance for schools and colleges September 2023***
2. *Relationships Education, Relationships and Sex Education (RSE) and Health Education; statutory guidance for governing bodies, headteachers etc*
3. *NAHT Prevent Campaign Advice and Guidance*
4. *Sexual violence and harassment between children in schools and colleges September 2021*
5. *Review of sexual abuse in schools and colleges Ofsted 10 June 2021*
6. *Sharing nudes and semi – nudes; how to respond to an incident (overview)*
7. *Berkshire West Safeguarding Children Partnership (in Reading) Procedures Manual*
8. *Sharing nudes and semi – nudes: how to respond to an incident (overview)*
9. *The Prevent duty Departmental advice for schools and childcare providers June 2015*



10. *The School Staffing (England) Regulations 2009 (Amendments June 2015)*
11. *Working Together to Safeguard Children July 2018*
12. *Multi- agency guidelines: Handling cases of forced marriage June 2014*
13. *Multi agency statutory guidance on FGM July 2020*
14. *Teaching online safety in schools DfE guidelines 26<sup>th</sup> June 2019*

PLEASE ALSO SEE LINKS ABOVE AND NOTE THERE ARE LINKS TO OTHER USEFUL RESOURCES AND GUIDANCE WITHIN THE BODY OF THE POLICY

Signed by Headteacher:

Signed by Chair of governors:

Date policy written: July 2023

Next review: September 2024

## Appendix 1; POLICY (GUIDELINES AND PROCEDURES) FOR CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

### **CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

This section must be read alongside the current advice from the DfE

#### Sexual violence and sexual harassment between children in schools and colleges September 2021

Ofsted's rapid review of sexual abuse in schools and colleges in June 2021 revealed the large-scale prevalence of sexual harassment and online sexual abuse and that children see these incidents as so "commonplace" that they see "no point" in reporting them. Although the report was focused mainly on secondary schools the issues will be present in primary schools and this school will maintain an attitude of "**it could happen here**".

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can be online or face to face – both physically and verbally. This school will build a culture so that **these are never acceptable**.

Addressing inappropriate behaviour – however innocuous or at any age can be a vital intervention that may prevent future problematic behaviour.

Sexual behaviours across a continuum

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power Coercion and force to ensure victim compliance	Highly intrusive Instrumental violence that is psychologically and/or sexually arousing to the perpetrator
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Intrusive	
Shared decision making	Generally consensual and reciprocal	Consent issues may be unclear	Informed consent lacking or not able to be freely given by victim	Sadism
		May lack reciprocity or equal power	May include elements of expressive violence	
		May include levels of compulsivity		

from 'Children, young people and sexual violence, in 'Children behaving badly? Exploring peer violence between children and young people' S Hackett 2010

Points to remember

- Children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing
- It will most probably affect their educational attainment – especially if the perpetrator is at the same school
- Safeguarding incidents and/ or behaviours can be associated with factors outside the school, including relationships
- Any report of sexual violence should be taken seriously
- It is more likely that girls will be the victims and more likely that it is perpetrated by boys
- All victims should be reassured that they are being taken seriously and will be supported and kept safe
- A victim should never be made to feel ashamed for making a report
- A child displaying harmful sexual behaviour (HSB) may be a victim of abuse themselves
- Terminology is important and should be used precisely. The terms '**victim**' '**alleged perpetrator**' and '**perpetrator**' are widely used and recognised. This school will use the terminology carefully and with thought to the children, especially when speaking in front of them in the knowledge that in some cases the abusive behaviour will have been harmful to the perpetrator as well. In the case of the term **victim**, not everyone who has been subjected to abuse considers themselves a victim or would want to be described this way. This school will determine the appropriate language used on a case-by-case basis and use terms by which the individual child is most comfortable.

Definitions (in the context of child-on-child sexual violence) (and again in the context of it **could happen here**) from Sexual violence and sexual harassment between children in schools and colleges

Sexual violence

**Rape** – intentionally penetrating the vagina, anus or mouth of another person with his penis, without consent, and without reasonably believing consent has been given

**Assault by penetration** – intentionally penetrating the vagina, anus or mouth of another person with part of his/ her body or anything else without consent or without reasonably believing consent has been given

**Sexual assault** – intentionally touching another person without consent or without reasonably believing consent has been given

**Causing someone to engage in sexual activity without consent** - this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

## **CONSENT**

Consent is about having the freedom and capacity to choose. Consent can be given to one sort of sexual activity but not another. Consent can be withdrawn at any time.

- **A child under the age of 13 can never consent to any sexual activity**
- The age of consent is 16
- Sexual intercourse without consent is rape

## **Sexual harassment**

Sexual harassment is unwanted conduct of a sexual nature that can occur online and offline, both inside and outside of school and can include

- Sexual comments, including telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and calling someone sexualised names
- Sexual jokes or taunting
- Physical behaviour such as deliberate brushing against someone, interfering with someone's clothes, (consider whether this crosses into sexual violence) displaying photos, pictures or drawings of a sexual nature
- Online sexual harassment either standalone or otherwise including;
- Taking and sharing nude photos (a criminal offence for U18s)
- Sharing of unwanted explicit content
- Upskirting (a criminal offence)
- Sexualized online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation; coercion and threats

Reports of sexual violence and sexual harassment are likely to be complex and policies must be in place that provide the foundation for a calm, considered and appropriate response to any reports.

Decisions made will be on a case-by-case basis with the DSL taking the lead role, supported by other agencies.

Responding to reports of sexual violence and sexual harassment will be set out in the school policy

This school will accept all the recommendations from Ofsted:

- A carefully sequenced RSHE curriculum [that is age appropriate] that specifically includes sexual harassment and sexual violence including online
- Teaching of consent
- Teaching about sending inappropriate photos (nudes)
- High quality training for teachers teaching RSHE

- Routine record keeping and ANALYSIS of sexual harassment and sexual violence to identify patterns
- A behavioural approach to reinforce a culture where sexual abuse are not tolerated
- Working closely with LSPs and other schools within the cluster so this school is aware of support available
- Support for DSLs with protected time to engage with LSPs
- Training for all staff and governors better understand the definitions above and can identify early signs of peer-on-peer abuse and will be consistent in their response to sexual harassment and online sexual abuse

### **Creating a culture where sexual harassment or sexual violence are never acceptable**

The following have been identified by Ofsted as good practice;

- Having a curriculum-based approach to tackling a culture where reporting is perceived as snitching
- Teaching acceptable and unacceptable behaviours
- Children having a trusting and positive relationship with an individual staff member
- Children being aware of previous positive experiences of school responses
- Teachers showing that they respect students, listen and respond subtly
- Having staff with a specialist role not linked to teaching or behaviour [where possible]

### **Confidentiality**

The ofsted report highlights the barriers that prevent children from speaking about sexual abuse and harassment including online. These included:

- worry that what happened next would be out of their control
- worry that they would be branded by their peers as a 'snitch' who got a peer into trouble
- worry that they would be ostracised from friendship groups
- worry that there would be damage to their reputation, for example through sexual rumours being circulated about them
- feeling that they would not be believed
- feeling that they might be blamed for doing things they were told not to do, for example sending nudes, even if they were pressured to do so
- feeling that nothing would be done
- feeling that things were so commonplace 'there's no point' in raising it
- feeling embarrassment and shame when talking to someone from a different generation about sex

NSPCC research on young adults who had been abused as a child found that 80% had to take more than one attempt to tell someone before they were listened to. This is why it is important that children are in a culture where they understand that concerns will be dealt with, actions have consequences and that this can be seen.

The NSPCC also highlight the importance of:

- demonstrating to a child that you are listening
- putting a child in charge of the conversation
- reassuring a child and showing empathy

Children know that schools cannot always keep everything confidential and may need to share information with other agencies. There is a need to be careful how and when you speak to children – ie not removing them from class so everybody knows that ‘something is going on’. Listening to children’s views on this should inform a preventative approach to sexual harassment and sexual violence including online abuse.

Staff **MUST** reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

It is important to explain to children that the law is in place to protect children rather than criminalise them – use age-appropriate language to do this.

### **Responding to a report of sexual harassment or sexual violence**

Listen and take accurate notes of the report. Discuss this with the DSL and complete the pink record of concern form using the exact words of the reporter. Give the pink form to the DSL who will record a chronology of events form including dates, times and actions following the report.

### **What to do if an incident of sharing nude and semi-nude images comes to your attention**

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)

From: Sharing nudes and semi nudes; how to respond to an incident (overview) Dec 2020

### **Ongoing response**

Whichever management process is used, there must be an ongoing review and any actions recorded using the schools chronology of events file.

### **Managing the report could involve in any of the following**

- Internally

- Early help – the school should be part of any discussions with statutory safeguarding partners to agree levels of assessment and services to be commissioned (KCSIE 2022 para 492)
- Referrals to social care
- Reporting to the police
- The criminal process

### **Unsubstantiated, unfounded, false or malicious reports**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

## Appendix 2



### Staff Childcare Disqualification Declaration

<b>School</b>	
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The Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 updates provisions in the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

This means that, in order to comply with the Regulations, the school must ensure that relevant staff are not disqualified from working in a relevant childcare setting.

All relevant staff, including new appointees, working in a childcare setting or directly concerned in the management of a childcare setting must complete the declaration below. The school is required to ask for the information, which is separate from any other information already provided (e.g. DBS check) and staff must complete the form with accurate information.

If a member of staff is disqualified, there may be an impact on their ability to remain working with the relevant age group or in the setting. A disqualified person is not permitted to continue to work in a setting providing early years childcare, or later years childcare outside of the school day for children under the age of eight, unless they apply for and are granted a waiver from Ofsted.

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them,
2. Having committed certain offences

If you need any assistance with completing this form or if you have any questions please speak to the school office.

Name		Post	
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*Please circle one option for every question:*

#### Section 1 - Orders or other restrictions

Have any orders or other determinations related to childcare been made in respect of you?	YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care? e.g. have your own children been taken into care?	YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children's homes or fostering?	YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations? Available from the school office or at the link below: <a href="http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made">http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made</a>	YES / NO
Are you barred from working with Children (Disclosure and Barring (DBS))?	YES / NO

<b>Section 2 - Specified and Statutory Offences</b>			
Have you ever been cautioned, reprimanded, given a warning for, or convicted of:			
Any offence against or involving a child? (a child is a person under the age of 18)	YES / NO		
Any violent or sexual offence against an adult?	YES / NO		
Any offence under the Sexual Offences Act?	YES / NO		
Any other relevant offence? Available from the school office or at the links below: <a href="http://www.legislation.gov.uk/ukxi/2009/1547/schedule/2/made">http://www.legislation.gov.uk/ukxi/2009/1547/schedule/2/made</a> <a href="http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made">http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made</a>	YES / NO		
Have you ever been cautioned, reprimanded, given a warning for, or convicted of any similar offence in another country?	YES / NO		
<b>Section 3 - Provision of Information</b>			
If you have answered YES to any of the questions above you should provide details below. You may supply this information separately if you so wish, but you must do so without delay.			
Details of the order, restriction, conviction, caution, etc.			
The date(s) of these			
The relevant court(s) or body(ies)			
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions a DBS Certificate may be provided.			
<b>Section 5 -Declaration</b>			
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:			
I understand my responsibilities to safeguard children.			
I understand that I must notify my Headteacher/Principal immediately of anything that affects my suitability, <b>now or in the future</b> , including any cautions, warnings, convictions, orders or other determinations that would render me disqualified from working with children.			
Signed			
Print Name		Date	

Please note that all information disclosed on this form will be dealt with confidentially, and will only be shared with people involved in an advisory or decision making capacity. Details to confirm that this check has been carried out will be recorded in school systems, and the form destroyed.