Willow Bank Infant School

Schools Safeguarding Policy

Approved by	**FGB**
Review Period	**Annual**
Approved	**October 2020**
Next Review	**October 2021**

NB No update received from Wokingham Borough Council in 2019 so previous year's policy remains in place. Last updated by WBC in May18.

Please note that this model is provided in good faith as a starting point for schools, but requirements change from time to time, so schools need to satisfy themselves that their policy reflects the latest guidance, particularly aspects that have emerged since this version was last updated. If Wokingham school colleagues are aware of areas that are missing from this version or where updates may be needed, they should contact an appropriate colleague in Children's Services.

WHOLE SCHOOL POLICY (including Early Years Foundation Stage) – SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

Willow Bank Infant School recognises its responsibilities for safeguarding children and protecting them from harm.

Role	Name	Contact Details	Date Training Undertaken
Designated Governor for Safeguarding	Sonja Napier	01189695452	January 2019
Senior Designated Person for Safeguarding	Michelle Masters	01189695452	
Deputy Designated Person for Safeguarding	Danielle Killick (Monday to Thursday) Charlotte Clift (Friday)	01189695452	
LA Safeguarding Contact/LADO (Local Area Designated Officer)	Email; LADO@wokingham.gov.uk	0118 974 6141	
Referral and Assessment Team – WBC Children's Social Care	Email: R&ATeam@wokingham.gov.uk	0118 908 8002	
Wokingham Safeguarding Children Board (WSCB)	Wokingham Safeguarding Children Board Development Manager Email: wscb@wokingham.gov.uk	www.wokinghamlscb.org.uk	
ARC Information and Counselling Service	35 Reading Road Wokingham Berkshire RG41 1EG	http://www.arcweb.org.uk	

All parents/carers are made aware of the school's responsibilities in regard to safeguarding procedures through publication of the school's safeguarding policy on the school's website. Reference will be made to it in the school prospectus and home school agreement and a copy can be obtained from the school office.

Record of document changes

Date	Change
16 Sept 2016	• Updated as a result of new legislation/guidance coming into effect from Sept 2016 including: o Ensure the correct Guidance is referred to and linked to. o Added a sentence to include that Governors must have an enhanced DBS check. o Added the word 'sexting' in as this was referenced in the new Guidance. o Added a sentence about peer on peer abuse and what this might look like, as mentioned in the Guidance o Added a paragraph that stated that abuse in SEND children might look different, again mentioned in the Guidance.
5 Oct 2016	• Corrected Safer Recruitment weblink in paragraph 13.
10 Oct 2016	• Corrected Berkshire Child Protection Procedures weblink in paragraph 16.
11 Oct 2016	• Record of document changes since Sept 2016 added.
21 Mar 2018	• Added note at start of document regarding need for schools to satisfy themselves that their policy reflects the latest guidance. • Updated the guidance on frequency of training for DSLs and Deputy DSLs in paragraph 2.1.3 to indicate it should be in line with the latest Keeping Children in Safe Guidance. • Updated links in paragraphs 2.1.3, 14 and Appendix 4.
11 May 2018	• Updated for GDPR compliance

CONTENTS

Section

1	Introduction	4
1.1	School Commitment	4
1.2	Duties	5
2	School Responsibilities	6
2.1	Role and Responsibilities of Senior and Deputy Designated persons	6
2.1.1	Referrals	7
2.1.2	Raising Awareness	7
2.1.3	Training	7
3	Role and Responsibilities of Head Teacher	8
4	Role and Responsibilities of Governing Body	9
5	Identifying Concerns	9
6	Confidentiality	10
7	Records and Monitoring	10
8	Supporting Children	11
8.1	Radicalisation and Extremism	12
8.2	Forced Marriage (FM)	12
8.3	Female Genital Mutilation (FGM)	12
8.4	Domestic Abuse	13
8.5	Child Sexual Exploitation (CSE)	13
9	Recruitment	14
10	Volunteers	14
11	Safe Staff	14
12	Conduct of Staff	14
13	Supporting Staff	15
14	Images of Children and Young People	15
15	Before and After School Activities and Contracted Services	16
16	Links to other School Policies	16
	Appendix 1 – Safeguarding Children Key Points	18
	Flowchart for Raising Concerns about a child	19
	Recognising Signs of Abuse	20
	Indicators of Vulnerability to Radicalisation	27
	Training Record	29

1 Introduction

What is the difference between Safeguarding and Child Protection?

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment
- preventing impairment of children's and learners' health or development
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of safeguarding children and child protection
- Equipping children with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Supporting pupils who have been abused in accordance with his/her child protection plan;
- Establishing a safe environment in which children can learn and develop.

1.1 School Commitment

The school is committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with other agencies. This policy reflects the policies of the Wokingham Safeguarding Children Board (WSCB) who are responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to—

(i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
(ii) training of persons who work with children or in services affecting the safety and welfare of children;
(iii) recruitment and supervision of persons who work with children;
(iv) investigation of allegations concerning persons who work with children;
(v) safety and welfare of children who are privately fostered;
(vi) co-operation with neighbouring children's services authorities and their Board partners;

- see page 1 for contact details.

The school will also contribute through the curriculum by developing children's understanding and awareness and promoting their resilience by providing a safe and secure environment within schools.

To create this safe environment the school has certain statutory duties and responsibilities set out within:

- The Education Act, 2002, HM Guidance;
- Working Together to Safeguard Children, 2015;
- Keeping Children Safe in Education 2016 – follow link

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

https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015

These duties are listed below:

1.2 Duties

To provide a safe Environment the Governing Body, Head Teacher and the Senior Leadership Team of the school will:

- Ensure that everyone from the Designated Safeguarding Governor to the Senior Designated Person for Safeguarding and all members of the school community have appropriate safeguards and supports in place should they choose to raise safeguarding issues, however surprising these may be;
- Cultivate an ethos within the school community where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention of the Head Teacher, the Senior Designated Person for safeguarding or the Designated Safeguarding Governor and are able to pose safeguarding questions with "respectful uncertainty" as part of their shared responsibility to safeguard children;
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Ensure all adults working with children are aware of the role of the Wokingham Safeguarding Children Board (WSCB);
- Include opportunities in the Personal, Social and Health Education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse;
- Take all reasonable measures to ensure risks of harm to children's welfare are minimised;
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;
- Ensure robust safeguarding arrangements are in place and embedded in the daily life and practice of the school;
- Promote pupil health and safety;
- Promote safe practice and challenge unsafe practice;
- Ensure that procedures are in place to deal with allegations of abuse against staff and volunteers- see below:

  Keeping Children Safe in Education 2018- Allegations of abuse made against teachers and other staff. (also set out within the Local Interagency Procedures)
- Put in place and promote robust anti-bullying, including cyber bullying, strategies;
- Meet the health needs of children with medical conditions;
- Provide first aid;
- Maximise school security;
- Tackle drugs and substance misuse;
- Provide support and planning for young people in custody and their resettlement back into the community;
- Work with all agencies with regard to missing children, anti social behaviour/gang activity and violence/knife crime in the community.

- Ensure all information is treated in the strictest of confidence and in accordance with relevant Data Protection legislation.

2 School Responsibilities

The school will identify harm and maintain safety by:

- Everybody having a duty to safeguard children inside and outside the school environment including school trips, extended schools, activities and vocational placements;
- Involving parents and providing advice/guidance regarding safeguarding;
- Maintaining a child focus and listening to children;
- Recognising signs of concern, especially with children who may be vulnerable;
- Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;
- Informing all staff and volunteers who the Senior and Deputy Designated Safeguarding Officers are in school.
- Providing PSHE including raising awareness with children in what are and are not acceptable behaviours.

PSHE input will provide opportunities for children and young people to learn how to keep themselves safe, for example, by:

- The availability of advice and support in their local area and online;
- Recognising and managing risks in different situations, including on the internet;
- Judging what kind of physical contact is acceptable and unacceptable;
- Recognising when pressure from others, including people they know, threatens their personal safety and well-being (Reference Prevent Strategy, Safer internet use and CSE, FM, FGM)
- Developing effective ways of resisting pressure;
- Developing healthy relationships, including awareness of unhealthy relationships where domestic violence, bullying and abuse occur;
- Emphasising their personal safety and highlighting the risks of running away.

2.1 The roles and responsibilities of the Senior Designated Person and the Deputy Designated Person

Members of the School's Leadership Team have been assigned to the roles of Senior Designated Person and Deputy Designated Person for Safeguarding children. They have received appropriate training and support for the roles Michelle Masters- Designated Safeguarding Lead, Mrs Danielle Killick (Deputy Safeguarding Lead) and Miss Charlotte Clift and Mrs Nic Merritt- Deputy Safeguarding Leads
The Deputy will provide additional support to ensure the responsibilities for Safeguarding children are fully embedded within the school ethos and that specific duties are discharged. This will entail supporting the Senior Designated Person in dealing with referrals, attending Case Conferences and supporting the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. The Designated Person will ensure a structured procedure within the school, which will be followed in cases of suspected abuse.
Cause for Concern and Welfare forms are stored in each of the classrooms as well as in the Staffroom.

The Senior Designated Person and the Deputy Designated Person are responsible for the following:

2.1.1 Referrals

- Referring cases of suspected abuse or allegations to the relevant investigating agencies; Concerns about a child not involving allegations of abuse by a member of staff should be referred to the WBC Referral and Assessment Team at WBC Social Care – see page 1 for contact details.
- The Senior Designated Person is not responsible for dealing with allegations made against members of staff. This is the responsibility of the Head Teacher who will inform the LA Local Authority Designated Officer (LADO).
- Acting as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies;
- Liaising with the Head Teacher/Principal (where the Senior Designated Person role is not carried out by the Head Teacher) to inform him/her of any issues and ongoing investigations. The Senior Designated Person will ensure there is always cover for this role
- Ensuring that a systematic means of monitoring children known or thought to be at risk of harm, is in place and that the school contributes to assessments of need and supports multi agency plans for those children;

2.1.2 Raising Awareness

- Working with the governing body to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- Ensuring that, in order to avoid conflict later, parents are aware that referrals may be made and of the role of the School;
- Ensuring that when children leave the school, their Child Protection File is discussed as soon as possible with the Senior Designated Person at the new school;
- Making sure that the Child Protection File is transferred separately from the main pupil file; It should be posted recorded delivery to the Senior Designated Person at the new school, unless the child is leaving year 11 to go to a further education setting, in which case the file should be retained by the current school for a period stipulated in current statutory guidance.
- Where the new school is not known, alerting the Education Welfare Officer at Wokingham Borough council (WBC) so that the child's name can be included on the data base for missing pupils;
- Cascading safeguarding advice and guidance issued by the Wokingham Safeguarding Children Board (WSCB) which can be found at: http://www.wokinghamlscb.org.uk

2.1.3 Training

The Senior Designated Person and the Deputy Designated Person will attend appropriate training within the timeframes as noted in Keeping Children Safe in Education and other relevant guidance, in order to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- Have a working knowledge of:
- Wokingham Safeguarding Children Board (WSCB) Levels of Need and Intervention Thresholds Document
- How to make a referral to Wokingham Borough Council Referral and Assessment Team and what to include;
- how a child protection case conference is conducted, how to provide a report and be able to attend and contribute effectively to these when required to do so;

- Be able to keep detailed, accurate and secure written records of referrals/concerns.

The Senior and Deputy Designated Persons will ensure staff receive appropriate Safeguarding training, if necessary from an external provider. Safeguarding is a regular agenda item on all staff meetings to ensure that up to date information with regard to strategies such as Prevent are shared and discussed in open forms. On line training is also used to further enhance knowledge and understanding.

Free on-line training can be accessed at:

- PREVENT http://course.ncalt.com/Channel_General_Awareness/01/index.html
- CSE http://www.safeguardingchildrenea.co.uk/resources/keep-them-safe/
- FGM https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm

All staff will be expected to undergo induction training on Safeguarding and refresher training every 3 years, to enable them to fulfil their safeguarding responsibilities effectively:

All staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive basic safeguarding information ("What to do if you're worried a child is being abused" document):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

and a copy of part 1- Keeping Children safe in Education:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

- induction training will ensure that staff
    - have an overview of the organisation
    - understand its purpose, values, services and structure
    - are able to recognise/identify signs of abuse which may include:
        - significant changes in children's behaviour;
        - deterioration in children's general well-being;
        - unexplained bruising, marks or signs of possible abuse or neglect;
        - children's comments which give cause for concern;
        - any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
        - inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
    - know that they must report any concerns immediately they arise
    - understand confidentiality issues.

3 Roles and Responsibilities of the Head Teacher

The Head Teacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff so that everyone knows what to do if concerned about a child;
- Sufficient resources and time are allocated to enable the Senior and Deputy Designated Persons and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- They personally and other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.
- Allegations against a member of staff are investigated and referred to the LA Local Authority Designated Officer (LADO) if appropriate.

4 Roles and Responsibilities of the Governing Body

The Governing body is collectively responsible for the school's safeguarding arrangements. The Designated Safeguarding Governor **(Sonja Napier)** will undertake initial half a day Safeguarding training and refresher training every 3 years. Ideally, all governors will undertake the half day Safeguarding training or appropriate e-learning training. All Governors will read Keeping Children Safe in Education Document, part 1 and undertake an enhanced DBS check.

Allegations of abuse made against the Head Teacher are reported to the Chair or Vice Chair of Governors, and referred to the LA Local Area Designated Officer (LADO).

The Governing Body will ensure that:

- Safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices;
- Sufficient governors are trained in safer recruitment practices that appointments to the senior leadership team can be adequately supported;
- The school has effective policies and procedures in place in accordance with this policy, and school's compliance with them is monitored;
- There are policies and procedures in place for dealing with complaints and/or allegations against staff and any subsequent staff disciplinary hearings.
- There is a Designated Safeguarding Governor to champion safeguarding issues within the school, to liaise with the Head Teacher, and to provide information and reports to the Governing Body. The Designated Safeguarding Governor is able to confide in and be supported by the Chair of Governors;
- The Head Teacher, and all staff who work with children, will undertake a one day Safeguarding training course as a minimum and a one day refresher course every three years;
- The Senior and Deputy Designated Persons are trained and attend a one day refresher course every two years
- Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

5 Identifying Concerns

All members of staff, volunteers and governors must know how to identify and respond to safeguarding or child protection concerns whether they are the result of a direct disclosure or not.

Where a child discloses abuse, they must be familiar with procedures to be followed as below:

If a child chooses to tell someone in school about alleged abuse, that person will support the child as follows:

- Establish the key facts in language that the child understands, using the child's words;
- Clarify that no promises will be made to the child e.g. to keep secrets and inform the child that this information will now have to be passed on;
- Stay calm and be available to listen with the utmost care to what the child is saying;
- Question normally, without pressurising, using only open questions. **Leading questions should be avoided. Particularly if it is believed a crime may have been committed any questioning should be limited to establishing whether immediate protection is required and the next course of action to be taken.**
- Avoid putting words into the child's mouth but note the main points carefully;
- Re-assure the child that they were right to inform you;
- Write a full record – signed, dated, timed - of what the child did, said etc.;
- Immediately inform the Senior or Deputy Designated Person unless the disclosure has been made to them, following agreed procedures and referrals as appropriate.

6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Child Protection concern it will be passed immediately to the Senior Designated Person who will contact the Local Authority Designated Officer (LADO) if appropriate- see page 1 for contact details

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child, would place them at further risk or where it is believed a crime may have been committed

The Head Teacher or Senior or Deputy Designated Person will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

7 Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.

Hard copies of records or reports relating to Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. The main pupil file could have, for example, a red C in the top right hand corner to denote the existence of a separate file. Schools may hold some electronic records, for example, a record of concern log or the multi agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Senior Designated Officer.

The school will keep written records of concerns about children, even where there is no need to refer the matter immediately. These records will be kept within the separate confidential file. Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect.

Timely and accurate recording will take place when there are any issues regarding a child. A record of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded in chronological order and kept within the confidential file for that child. Support and advice will be sought from Social Care or the Local Area Designated Officer, whenever necessary.

If the child moves to another setting the Child Protection file should be sent, by registered post immediately to the Senior Designated Person at the new setting, making sure that the Child Protection file is transferred separately from the main pupil file. There must be liaison between the two Senior Designated Persons in order to ensure a smooth and safe transition for the child.

Where the new school is not known the Educational Welfare Officer at WBC should be informed so that the child can be included on the data base for missing pupils.

The school processes any personal data collected during the safeguarding process in accordance with its data protection policy. Further details can be found in the Privacy Notice on the school's website. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the safeguarding procedure.

8 Supporting children

We recognise that the school plays a significant part in the prevention of harm to our children by providing good lines of communication with trusted adults, supportive friends and an ethos of protection. We recognise that children who are abused or witness violence may feel helplessness, humiliation and some sense of blame and that their behaviour may be challenging or defiant, or they may be withdrawn. We appreciate that school may be the only stable, secure and predictable element in the lives of children at risk.

We will endeavour to support our pupils through:

- Working to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- Ensuring that all pupils know there is an adult in the school whom they can approach if they are worried or in difficulty;
- 1:1 nurture work with Learning Mentors and the opportunity to talk to an adult of their choice at any time;
- Regular consultation with children e.g. through questionnaires, participation in anti-bullying assemblies and presentations, the completion of bi annual self-esteem questionnaire, monitor playground incidents;
- Including safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel; Liaison with other agencies that support the pupil, such as Social Services, Foundry College and Education Psychology Service;
- Ensuring all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- Implementation of the school Positive Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is

unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- Ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

8.1 Radicalisation and Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Our School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and seeks to protect children against the messages of all violent extremism.

Response
When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the Headteacher or to the Deputy Designated Safeguarding Officers who will follow safeguarding procedures in the Prevent Policy. If the matter is urgent then Thames Valley Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then contact should be via 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

8.2 Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

8.3 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. From 31 October 2015 a mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. Please refer to the Home Office and Department for Education's procedural information for full details: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

If a teacher is informed by a pupil that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out the teacher should call 101 and make a report to the police force in which the girl resides.

The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and a report to the police should be made by the close of the next working day.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

8.4 Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involvement beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
If a member of staff is concerned that a pupil is the subject of or witness to domestic abuse then this should be reported to the Headteacher or Deputy Designated Officer.

8.5 Child Sexual Exploitation (CSE)

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where the young person (or third person/s) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post images on the internet/mobile phones without immediate payment or gain. Violence, coercion and intimidation are common. Involvement in exploitative relationships is characterized by the child's or young person's limited availability of choice, as a result of their social, economic or emotional vulnerability.

A common feature of CSE is that the child or young person does not recognise the coercive nature of the relationship and does not see themselves as a victim of exploitation.

If a member of staff is concerned that a pupil is the subject of CSE then this should be reported to the Headteacher or Deputy Designated Officer.

9 Recruitment

In order to ensure that children are protected whilst at this school, we will ensure that staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in Keeping Children Safe in Education 2018. The link below will direct you to the WBC model Recruitment policies which are aligned to current government guidance:

http://wsh.wokingham.gov.uk/leadership/policies/recruitment-policy/

10 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, are expected to follow the policies and procedures in the same way 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 over a longer period then they will be checked to ensure their suitability to work with children.

11 Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children. Records of these checks will be kept in accordance with Part 3 - Keeping Children Safe in Education 2018, and Data Protection legislation.

All school staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. The Head Teacher or most senior teacher will then consult with the Local Area Designated Officer.

Allegations against the Head Teacher are reported to the Chair or Vice Chair of Governors, and referred to the LA Local Authority Designated Officer (LADO) - see page 1 for contact details.

12 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. Refer to the School's Staff Code of Conduct. **(remove this sentence if not appropriate).**

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the expectations, inherent risks and possible consequences 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, MSN, or social networking websites;
- Disclosing personal details inappropriately;
- Meeting pupils outside school hours or school duties;
- Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Wokingham Safeguarding Children Board (WSCB) procedures, this will be viewed as misconduct, and appropriate action will be taken.

13 Supporting staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through anxieties with the Senior Designated Person or Head Teacher and to seek further support, if necessary.

The Senior and Deputy Designated Person and the Head teacher can seek personal support through ARC *counselling services-see page 1 for contact details,* or other appropriate counselling services.

Staff will have access to The Guidance for Safer Working Practices for Adults who work with Children and Young People
http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf

This provides advice on the boundaries of appropriate behaviour and the circumstances that should be avoided in order to limit complaints against staff of the abuse of trust and/or allegations of abuse.

14 Images of Children and Young People

The use of digital images in schools is a complex area and it is recommended that schools have a detailed policy and guidelines that set out what is acceptable in their setting. The text below is a brief summary of the key points extracted from the Wokingham Borough Council Children's Services 'All in One E-Safety Guidelines', available via this link:
http://wsh.wokingham.gov.uk/learning-and-teaching/ict-computing-and-online-safety/e-safety/online-safety-school-guidance-for-senior-leaders/

- **School Policy** – The school has a clear and sufficiently detailed policy which covers the taking and use of digital images and video of pupils and takes steps to ensure that it is understood and enforced. Particular care will be taken when images of pupils may pass beyond the direct control of the school and into the public domain, e.g. on the school website, social networking. Guidance will include reference to the storage and deletion of images of pupils, including the policy on the use of devices with a facility to store or transfer data to

other locations (e.g. 'cloud' storage) to ensure the school is line with ICO (Information Commission's Office) guidance.

- **Acceptable Use Agreements** – Staff and pupils sign ICT Acceptable Use Agreements. For staff this includes a section on the use of digital images and clarification about the position regarding the use of personal mobile phones/cameras for taking pictures. Where volunteers are supporting school staff, they should abide by the same rules as school staff as far as is reasonable.
- **Parental Permission** – The school will ensure that appropriate written permissions are obtained before any photographs or videos are used. Where parental permission has not been obtained, or it is known that a pupil should not be photographed or filmed, every reasonable effort should be made to ensure that a pupil's image is not recorded.
- **Parents taking photographs or video** – Where the school chooses to allow the recording of images at events it will be made clear that images may only be recorded for personal use and can only be shared with immediate family and friends. Images must not be shared on social networking sites or other websites that are accessible by the general public.
- **Events/Activities involving multiple schools** – When taking part in events organised by other schools or organisations, the schools involved will consider what image guidelines should apply. For larger events it is reasonable to expect that specific image guidelines should be in place. Consideration should be given as to how those attending the event will be informed of the image guidelines that apply. Although the school will make reasonable efforts to safeguard the digital images of pupils, parents should be made aware that at some types of event it is not always realistic to strictly enforce image guidelines. The school cannot therefore be held accountable for the use of images taken by parents or members of the public at events.

15 Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, we will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

16 Links to other School policies

This Policy will be read in conjunction with other policies regarding the safety and welfare of children. These together make up the suite of policies to safeguard and promote the welfare of children in this school.

Schools to add in links to their own relevant policies here. Suggestions may include:

Behaviour and Anti Bullying
Code of Conduct
Confidentiality Agreement
Disability Equality
Children missing in education
Attendance
ICT Acceptable Use
ESafety
Equal Opportunities
Whistleblowing
Physical Intervention
Volunteers in school

Safer Recruitment
Complaints
Family Care
CRB
Health and Safety
Data Protection
Induction
Pastoral recording and reporting
School's Privacy Notice

Listed below are links to some Model Policies.

Prevent
http://wsh.wokingham.gov.uk/leadership/prevent/

WBC Model Code of Conduct Policy:
http://wsh.wokingham.gov.uk/leadership/policies/code-of-conduct-policy/

Preventing Bullying policy:
http://wsh.wokingham.gov.uk/leadership/policies/preventing-bullying/

WBC Model Children Missing in Education policy:
http://wsh.wokingham.gov.uk/leadership/policies/children-missing-in-educ/

WBC Model Equal Opportunities Policy:
http://wsh.wokingham.gov.uk/leadership/policies/equal-opportunities/

Model ICT Acceptable Use Policy:
http://wsh.wokingham.gov.uk/leadership/policies/ict-aup/

WBC Model Whistleblowing Policy:
http://wsh.wokingham.gov.uk/leadership/policies/whistleblowing/

Berkshire Child Protection Procedures
http://www.proceduresonline.com/berks/wokingham/index.html

Appendix 1 Safeguarding Children – Key Points

Staff and volunteers in charge of children or young people should know what to do if they suspect that someone is being physically, emotionally or sexually abused, or if someone tells them that this is happening. Ensure that you are familiar with the Safeguarding policy; copies of which are located in the staffroom and on the school's web-site. On request you will be provided with a printed copy.

In addition, the following key points give you a guide on what to do and not to do.

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.

2. If you can, write brief notes of what they are telling you while they are speaking. These may help later if you have to remember exactly what was said. Keep your original notes, however rough and even if you wrote on the back of something else. It's what you wrote at the time that may be important later, not a tidier and improved version you wrote up afterwards! If you don't have the means to write at the time, make notes of what was said or observed as soon as possible afterwards.

3. Never make a promise that you will keep what is said confidential or secret. If you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell the people who absolutely have to know.

4. Do not ask leading questions that might give your own ideas of what might have happened, e.g. "did he do X to you?" Just ask, "what do you want to tell me?" or "Is there anything else you want to say?"

5. Immediately tell the senior designated person for safeguarding, currently this is the Head Teacher, unless they are the subject of the accusation. Don't tell other adults or young people what you have been told. If someone has made an accusation to you about the Head Teacher, you should report your concerns to the Chair of Governors.

6. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. The Local Area Designated Officer (LADO) or the Referral and Assessment team, WBC Social Care and police officers are the people trained to do this. You could cause more damage and endanger possible criminal proceedings.

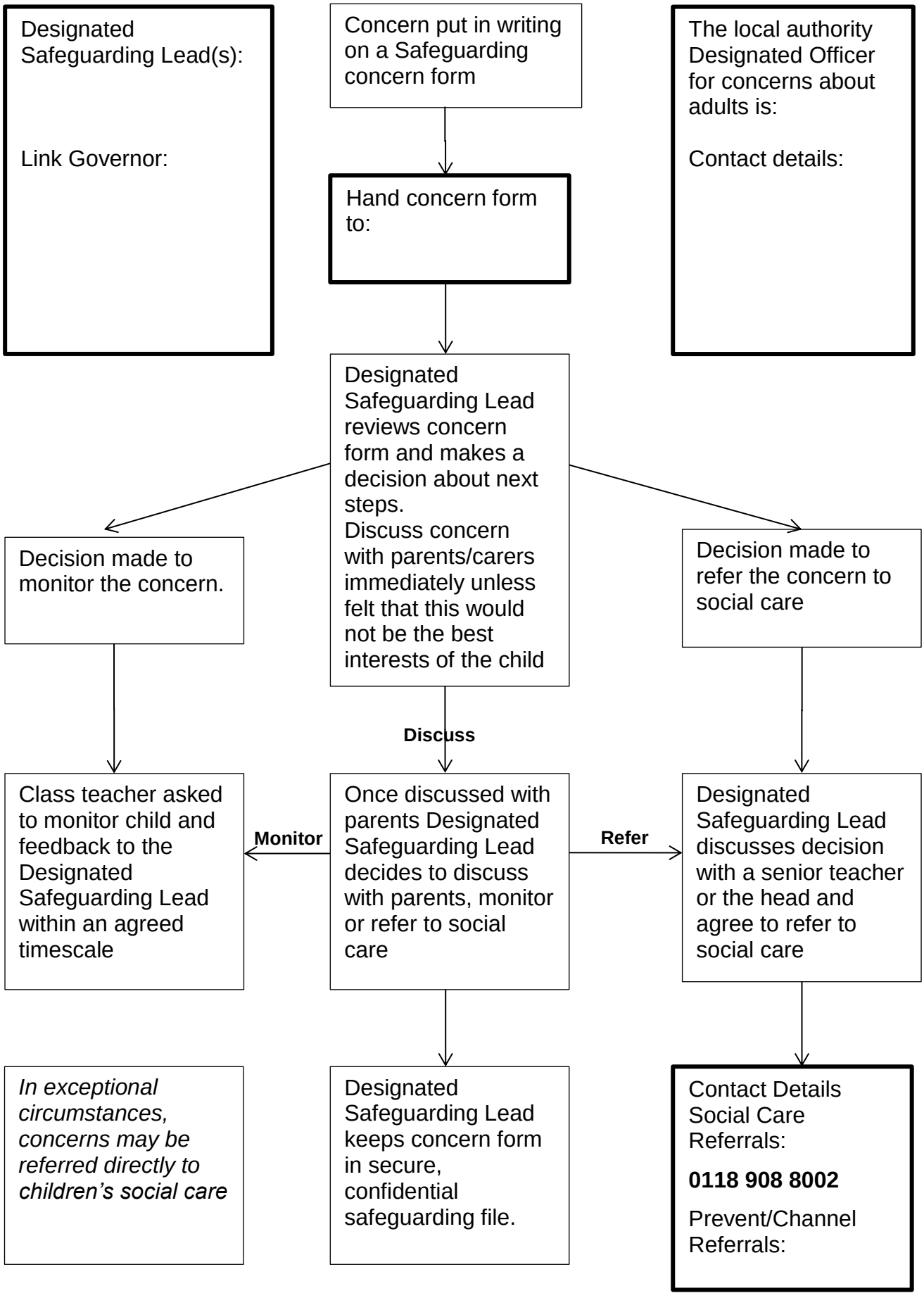
   It is your duty to refer concerns on, not investigate.

7. As soon as possible (and certainly the same day) the senior designated person for safeguarding or the Chair of Governors where the allegation is against the Head Teacher, should refer the matter to the LADO or the Referral and Assessment Team WBC Social Care (helped by your notes). Follow their instructions about what to do next. They will set up any necessary investigations. That is their statutory job.

8. Never think abuse is impossible in your organisation or that an accusation against someone you know well and trust is bound to be wrong.

9. Children and young people often tell other young people, rather than staff or other adults about abuse. Therefore you may hear an allegation from another child.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Recognising signs of child abuse

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:
The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators
The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

- In an abusive relationship the child may:
- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Children with special educational needs (SEN) and disabilities may face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- 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 SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

Recognising Physical Abuse
The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising
Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks
Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds
It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area

- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures
Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

- There are grounds for concern if:
- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse
Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:
- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse
Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners

- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Some physical indicators associated with this form of abuse are:
- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People
The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, sexting, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment
In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
    - o Understanding that is proposed based on age, maturity, development level, functioning and experience;
    - o Knowledge of society’s standards for what is being proposed;
    - o Awareness of potential consequences and alternatives;
    - o Assumption that agreements or disagreements will be respected equally;
    - o Voluntary decision;
    - o Mental competence.

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further advice is available from the Referral and Assessment Team.

Recognising Neglect
Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause. Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Child Sexual Exploitation (CSE)
The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy, exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;
- police involvement, police records;
- involved in gangs, gang fights, gang membership;
- injuries from physical assault, physical restraint, sexual assault.

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital

Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and will be handled and escalated as such. If in any doubt, staff will speak to the designated safeguarding lead..

Female Genital Mutilation (FGM)
It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?
It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage;
- Preserves a girl's virginity;
- Part of being a woman / rite of passage;
- Upholds family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean / hygienic;
- Is cosmetically desirable;
- Mistakenly believed to make childbirth easier.

Is FGM legal?
FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;

- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

Domestic Abuse

How does it affect children?
Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?
Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. There are different forms peer on peer abuse can take, but abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Peer on peer abuse can manifest itself in many ways. There are different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Safeguarding is everyone's responsibility and if there are concerns regarding a child then contact:

- The Senior Designated Person for Safeguarding or one of the Deputy Designated Persons;
- **999 if you believe a child is in immediate danger;**
- Early Help Hub (Children's Safeguarding and Social Care Team) Telephone 0118 908 8002 or email: triage@wokingham.gcsx.gov.uk;
- Emergency Duty Team - out of office hours: telephone: 01344 786 543;
- Thames Valley Police: telephone: 101 non emergencies;
- NSPCC (National Society for the Prevention of Cruelty to Children) 24 Hour Helpline: 0808 800 5000.

Appendix 4

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

2. Extremism is defined by the Government in the Prevent Strategy 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as the demonstration of unacceptable behaviour by using any means or medium to express views which:

   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
   - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
   - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Appendix 5

Governor and Staff Safeguarding Training Records

Name	Training	Date
Ian Tyreman	Universal Safeguarding Online Training	20/12/18
Shashi Rana	Universal Safeguarding Online Training	26/12/18
Sonja Napier	NGA Learning Link	2/1/19
Becky Stewardson	Universal Safeguarding Online Training	3/1/19
Sarita Wilkes	Universal Safeguarding Online Training	28/1/19
Claire Frohnwieser	Universal Safeguarding Online Training	8/11/19
Teaching Staff: Charlotte Clift Marian Ogbeide Danielle Killick Ruth Fillingham Louise Turner Hannah Lewis Suzy Davies Nic Merritt Michelle Lamb	The Key Safeguarding and Prevent Training for Schools Online Safeguarding	4/1/19 September- November 2020
Teaching Assistants, Learning Support Assistants, Office Staff and Lunchtime Controllers: Sarah Wilson Sarah Fuller Sunita Kaushal Harjit Sidhu Christine Smith Kim O'Reilly Marie Dobson Sue Draper Amanda MacDonald	The Key Safeguarding and Prevent Training for Schools Online Safeguarding	Completed over 4 sessions ending on: 6/3/19 and 28/3/19 September-November 2020

Nicky Hurst Parthivi Patel Fran Morris Lynda Holtham Karen Brooks Karen Jeffrey Saima Ali Jennie Sutton		