

## **Dedworth Middle School Child Protection Procedures and Processes**

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.

The processes and procedures described in this document are to be used to implement the *Child Protection and Safeguarding Policy* described in a separate document, approved by the school's governors, and published on the school's website.

Throughout this document, the following terms apply:

'The school' refers to Dedworth Middle School

'Pupil' refers to any registered pupil attending the school. The school recognises that safeguarding responsibilities also extend to pupils who are visiting the site, who may not be registered pupils.

'Staff' refers to all staff and volunteers.

'Child protection team' refers to the staff who have specific responsibilities for safeguarding.

'Safeguarding' refers to protecting children from maltreatment, preventing impairment of children's physical and mental health and development, ensuring children have the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

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## 1. Child Protection Team

|                                             |                                                                        |
|---------------------------------------------|------------------------------------------------------------------------|
| <b>Designated Safeguarding Lead</b>         | Karen North                                                            |
| <b>Deputy Designated Safeguarding Leads</b> | Nicola Chandler<br>Eleanor Jerrard<br>Clare O'Donnell<br>Kevin Bingham |
| <b>Nominated Child Protection Governor</b>  | Barry Darvill                                                          |

## 2. Key Principles

- 2.1. These are the key principles of child protection work, as stated by: RBWM MASA (Multi Agency Safeguarding Arrangements for Children and Young People)
- **Child-centred** – The child should be spoken and listened to and their wishes and feelings ascertained and taken into account (having regard to their age and understanding)
  - **Rooted in child development** – Safeguarding should be based on a clear assessment of the child's developmental progress and appropriate for the child's age and stage of development.
  - **Focused on outcomes for children** – The purpose of all interventions should be to achieve the best possible outcomes for each child, recognising each is unique.
  - **Holistic in approach** – Having an understanding of a child within the context of the child's family (parents or caregivers and the wider family) and of the educational setting, community and culture in which s/he is growing up.
  - **Ensuring equality of opportunity** – All children have the opportunity to achieve the best possible developmental outcomes, regardless of their gender, ability, race, ethnicity, circumstances or age.
  - **Involving of children and families** – developing a co-operative working relationship
  - **Building on strengths as well as identifying difficulties** – Identifying both strengths (including resilience and protective factors) and difficulties (including vulnerabilities and risk factors) within the child, his family and the context in which they are living.
  - **Integrated in approach** – Working together to safeguard and promote children's welfare



- **A continuing process, not an event** – Support and assessments should be over a period of time, not a one-off event
- **Providing and reviewing services** – Action and services should be provided according to the identified needs of the child and family
- **Informed by evidence** – Decisions made on sound professional judgements, which are based on evidence

## Operational Procedures

### 3. Expectations

- 3.1. All staff have a duty of care towards pupils. They should take every precaution to protect them from harm. This includes but is not limited to:
- dealing with any disclosures calmly and within the guidance set out in this policy;
  - making a referral following a disclosure directly to the Designated Safeguarding Lead. In her absence, referrals should be made to another member of the child protection team;
  - providing a safe environment in which pupils can learn. For teaching staff, this sits within the teaching standards, whereby pupils' wellbeing should be safeguarded as part of their professional duties;
  - making professional judgements about behaviour when there is no specific guidance, in order to ensure the best interests and welfare of pupils. This will be deemed to be acting reasonably;
  - being judicious about what they say, their contact with pupils (both physically and through the use of social media) and their actions, which should always be within the professional remit of their role;
  - not establishing social contact with pupils, or giving personal details to pupils, unless this has been agreed by senior staff in advance. Contact with pupils should be made using the school systems. Staff should be aware of the potential safeguarding risks of using their mobile phone and the associated risks to themselves and to the pupil;
  - considering their own and pupils' vulnerability if holding meetings with individual pupils in office spaces and classrooms, particularly after school hours. (Staff should always let someone know that they are holding the meeting.);
  - reporting anything that makes them uncomfortable or concerned in any way;
  - being discreet but never promising confidentiality, and respecting a pupil's privacy;
  - being subject to safer recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.;



- completing school safeguarding training every academic year;
- reading at least Part 1 and Annexe A of KCSIE 2020.

3.2. In addition to the expectations laid out in this Policy, this should be considered in addition to the Staff Code of Conduct Policy

All staff need to be alert to the signs of abuse (physical, sexual, emotional, neglect) self-harm, pregnancy, concerns about possible 'forced' marriages, female genital mutilation, students at risk of being influenced by extremism/radicalisation and young carers at risk of socio-economic factors which may affect their development.

#### 4. Managing Disclosures

All staff should be aware that a pupil may make a disclosure to them at any time.

4.1. If a pupil tells a member of staff about possible abuse, their statements should not be dismissed or ignored. It should be made clear to pupils that confidentiality cannot be guaranteed with respect to child protection issues.

4.2. The safeguarding cue card in Appendix 2 outlines the key information for staff in managing a disclosure

A full record of conversations should be made. On hearing an allegation or complaint from a pupil, the member of staff should limit their questioning to the minimum necessary for clarification. Leading questions should be avoided. The informant should be told that the matter will be referred, in confidence, to the child protection team.

4.2.1. The school has an anti-bullying policy, which is separate to the child protection policy. However, incidents of bullying may be considered under child protection procedures. This includes all forms of bullying.

4.2.2. Staff should be aware that abuse may be perpetrated by a wide range of different people and peer on peer abuse can be a source of abuse and should be dealt with in line with the safeguarding procedures outlined in this policy

4.2.3. Some pupils, particularly those with additional barriers such as SEN and disabilities can make the identification of abuse more difficult and staff should be aware of these factors

4.2.4. Racist incidents, either one-off or repeated, may constitute a child-protection issue. All racist incidents are recorded and monitored

4.3. Child protection procedure checklist for staff. If:

- a pupil discloses abuse
- a member of staff suspects a pupil may have been abused
- a third party expresses concern



- a staff member witnesses an abusive situation involving another staff member or
- a pupil reports persistent bullying

the member of staff should: **RECORD** and **REPORT**

- R Respond** without showing any signs of disquiet, anxiety or shock
- E Enquire** casually about how an injury was sustained or why a pupil appears upset
- C Confidentiality** must not be promised to children or adults in this situation
- O Observe** carefully the demeanour or behaviour of the pupil
- R Record** in detail what has been seen and heard
- D Do not** interrogate or enter into detailed investigations: rather, encourage the pupil to say what he/she wants until enough information is gained to decide whether or not a referral is appropriate.

Members of staff should not

- ask leading questions
- investigate suspected/alleged abuse themselves
- evaluate the grounds for concern
- seek or wait for proof
- discuss the matter with anyone other than the Designated Safeguarding Lead/Deputies
- Then **REPORT** to the DSL team without delay. This means recording on CPOMS and talking in person to a DSL within 30 minutes

## 5. The Designated Safeguarding Lead

- 5.1. The Designated Safeguarding Lead on the Senior Leadership Team with lead responsibility, management oversight and accountability for child protection is Karen North. This may be delegated on a day to day basis to Eleanor Jerrard, Clare O'Donnell or Kevin Bingham. The Headteacher, Nicola Chandler will have ultimate responsibility for safeguarding.
- 5.2. Along with the headteacher and other designated staff, the DSL is responsible for co-ordinating all safeguarding activity.
- 5.3. The DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupils, including pupils with a social worker, are experiencing, or have experienced, with staff. Their role could include ensuring that staff know



who these pupils are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that pupils in this group might face and the additional academic support and adjustments that they could make to best support these pupils.

- 5.4. Where the school has concerns about a pupil, the DSL team will meet to decide on the appropriate course of action. The Headteacher will be kept informed and up to date with the situation.
- 5.5. Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL team feels their having knowledge of a situation will improve their ability to deal with an individual pupil and/or family. Information will only be given out on a strictly need to know basis.
- 5.6. Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil; the school will not keep family files. Files will be kept for at the least the period during which the pupil is attending the school, and beyond that in line with current data protection legislation. Files will be passed on to the next school, and copies will not retained in school.
- 5.7. Access to these records by staff other than by the DSL team will be restricted.
- 5.8. Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- 5.9. No disclosure must be made to a parent if this would put the child at risk of significant harm.
- 5.10. If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature.
- 5.11. Transferring schools will forward child protection records to their new destination in their entirety and will not photocopy any documentation contained in the file. Contact between the two schools may be necessary, especially on transfer from primary to secondary schools. A record will be made of where, to whom and the date that records have been passed on. DMS can receive electronic records via CPOMS.
- 5.12. If sending by post, pupil records will be sent by “special/recorded delivery”. For audit purposes, a note of all student records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent, the date sent and/or received. A covering letter will be sent, and a signature requested to confirm receipt.





- 5.13. If a pupil is permanently excluded and moves to a pupil referral unit, child protection records will be forwarded on to the relevant organisation.
- 5.14. Information sharing should be carried out in order to act in the best interests of the pupil.
- 5.15. When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.
- 5.16. In exceptional circumstances, when a face to face handover is unfeasible, the headteacher will ensure that the new post holder is fully conversant with all procedures and case files.

## **6. The Governing Body**

- 6.1. The nominated child protection governor (Barry Darvill) is nominated annually.
- 6.2. The nominated governor is responsible for liaising with the headteacher and designated safeguarding lead (or nominated member of the DSL team) over all matters regarding child protection issues. The role is strategic rather than operational and will not be involved in concerns about individual students.
- 6.3. All information passed to the governing body will be anonymous, unless this is deemed to be inappropriate, given the particular circumstances of the case.
- 6.4. The nominated governor will liaise with the headteacher and the designated safeguarding lead (or nominated member of the DSL team) to produce an annual report for the governing body.
- 6.5. The governing body and SLT will ensure that:
  - the school has a child protection and safeguarding policy written in accordance with the current government child protection guidance and that there is a review of all child protection and safeguarding policies and procedures at least annually;
  - the School operates “safer recruitment” procedures and ensures appropriate checks are carried out on all new staff and relevant volunteers;
  - the School has at least one senior member of the school’s leadership team acting as a Designated Safeguarding Lead;
  - the DSL team refreshes their training at least every two years, and where possible this should be an ongoing process;
  - the headteacher and all other staff who work with children undertake training at yearly intervals;
  - temporary staff, volunteers, supply staff and visitors to the school are made aware of the school’s arrangements for child protection and their



responsibilities via training with the DSL within an induction period upon starting work;

- the School remedies any deficiencies or weaknesses brought to its attention without delay;
- the school has procedures for dealing with allegations of abuse against staff/volunteers.

- 6.6. In the provision of extended school facilities, such as before and after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply
- 6.7. Where services or activities are provided separately by another body, the School will seek assurances that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.
- 6.8. A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the headteacher.

### **Working with other agencies to protect children**

#### **7. Involving Parents/Carers**

- 7.1. The school recognises and values the contribution parents and carers can make to the education of pupils at the school
- 7.2. In general, the school will discuss concerns with parents/carers before approaching other agencies and will seek their consent in making a referral to another agency. In certain circumstances, the school will make referrals to another agency without parents being aware. This will be agreed by the DSL team.
- 7.3. Staff should only approach parents/carers after consultation with the designated safeguarding lead or a member of the child protection team. Staff should keep a record of the conversation and discuss with a member of the DSL team.
- 7.4. There may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the pupil.
- 7.5. Parents/carers will be informed about the school's child protection policy through letter, website, one to one meetings etc.

#### **8. Working with External Agencies**

- 8.1. The school works in partnership with a range of other agencies in promoting the best interests of pupils.



- 8.2. The school will, where necessary, make referrals to Children's Social Care. All staff can make a referral directly to Children's Social Care. However, referrals should usually only be made by a member of the DSL team.
- 8.3. A member of the DSL team may also contact Children's Social Care for advice about a specific case, without giving details of the pupil or pupils concerned. Should Children's Social Care require a referral based on the information provided, the school will cooperate fully with this request.
- 8.4. Where the pupil already has a safeguarding social worker, the request for support should go immediately to the social worker involved, or in their absence, to their practice supervisor or team manager.
- 8.5. The school will follow up all requests made to Children's Social Care and will seek to refer the matter to more senior staff within Children's Social Care should the matter not be satisfactorily resolved. When necessary, the school will follow the procedures outlined in Resolving Professional Disagreements about Safeguarding Children (Escalation Policy) published by RBMW MASA.
- 8.6. The school will co-operate with any child protection enquiries conducted by Children's Social Care. Furthermore the School will ensure representation at appropriate inter-agency meetings, such as initial and review child protection conferences, core group meetings and integrated support plan meetings.
- 8.7. The school will provide reports as required for these meetings. If a member of staff is unable to attend, a written report will be sent. The content of the report will, wherever possible and appropriate, be shared with parents / carers at least 24 hours prior to the meeting.
- 8.8. Where a pupil is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, MASH referral or a Joint-Agency Child Protection Strategy Meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

### **Role of the school**

All staff will read and understand at least Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- the school's systems which support safeguarding (including the staff), the role of the Designated Safeguarding Lead (DSL), the Behaviour Policy and the safeguarding response to children who go missing from education;
- the early help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment;



- the process for making referrals to local authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play;
- What to do if they identify a safeguarding issue or a pupil tells them they are being abused or neglected, including specific issues such as female genital mutilation (FGM) and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation.

Section 4 and Appendices of this Policy outline in more detail how staff are supported to do this.

## **9. The School's Role in the Prevention of Abuse**

- 9.1. The school will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

### ***The Curriculum***

- 9.2. Relevant issues will be addressed through the PSHE and RSE curriculum; for example, self-esteem, emotional literacy, assertiveness, power, sex and relationship education, e-safety and bullying.
- 9.3. There will be the opportunity within curriculum time to discuss other relevant safeguarding issues in a cross-curricular way. For example, tutor time, assembly programme, English, History and Art.

### ***Other areas of work***

- 9.4. All school policies which address issues of power and potential harm, for example: behaviour for learning, bullying and equal opportunities will all be linked to ensure a whole school approach.
- 9.5. The school is aware of its responsibilities under the Equality Act 2010 and how this may relate to child protection.
- 9.6. The school's Child Protection Policy cannot be separated from the general ethos of the School, which should ensure that pupils are treated with respect and dignity, feel safe and are listened to.

### ***Pupils Attending Alternative Educational Provisions***

- 9.7. Pupils may from time-to-time access education through attending alternative educational provisions, whilst still on roll at the school.
- 9.8. When this is the case, the school will take reasonable steps to ensure that the alternative provision has adequate child protection and safeguarding policies in place.



- 9.9. Should staff at the alternative provision have safeguarding concerns, or the pupil make a disclosure, this should be managed in line with that provision's procedures. This information should be shared with the DSL team at the school.
- 9.10. If a child protection issue or concern is raised in school regarding a pupil who is attending an alternative provision, consideration will be given as to whether this information should be shared with the alternative provision.
- 9.11. If the pupil makes an allegation against a member of staff at the alternative provision, through a disclosure to school staff, the disclosure will be managed in line with this policy.

## **10. The School's Role in Supporting Pupils**

- 10.1. The school will offer appropriate support to any pupil who has experienced abuse or who has abused others.
- 10.2. In addition to this policy, the school has a separate Anti-Bullying Policy. The school recognises that issues of bullying may be subject to child protection and safeguarding concerns.
- 10.3. Pupils who abuse others will be responded to in a way that meets their needs, as well as protecting others within the school community through a multi-agency risk assessment.
- 10.4. The school will ensure that the needs of pupils who abuse others will be considered separately from the needs of their victims.
- 10.5. The school will work in partnership with parents/carers and other agencies as appropriate.
- 10.6. The school will endeavour to provide personalised learning provision to support the pupil, when required.
- 10.7. The school will ensure that there are systems in place for pupils to express their views and feelings and give feedback.

## **11. A Safer School Culture**

### ***Safer Recruitment and Selection***

- 11.1. The school pays full regard to safer recruitment, selection and pre-employment vetting as laid out in the statutory guidance. The school will act reasonably in making decisions about prospective employees.
- 11.2. All appointments within the school will require an enhanced with barred list information DBS check, given that the majority of staff/volunteers will be engaging in regulated activity. This means that they will have a role regularly working in school at times when pupils are on site.
- 11.3. When the applicant has lived or worked outside of the UK, the school will take reasonable steps to verify the suitability of the applicant. This is in line



with government advice and includes advice about checking qualifications for teachers.

- 11.4. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health, mental and physical capacity for the job. It also includes undertaking interviews and appropriate checks through the Disclosure and Barring Service (DBS). All staff and volunteers will receive enhanced level DBS checks.
- 11.5. There are a number of staff who have successfully completed the safer recruitment training. One or more of these staff will be involved in all staff /volunteer recruitment processes and sit on the recruitment panel. A volunteer risk assessment is completed at the beginning of this process, where an application form might not be appropriate.
- 11.6. All applicants will be required to submit an application form. CVs will not be accepted. Candidates will be required to give a full employment history and adequate references.
- 11.7. Anyone who is appointed to carry out teaching work will require an additional check which will ensure that they are not prohibited from teaching. This may include checking that they are not prohibited under section 128 provisions.
- 11.8. All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 11.9. All letters and correspondence in relation to offering of posts of employment will emphasise that the offer is subject to satisfactory references and DBS checks. Offers of employment will be withdrawn for candidates failing to satisfy these criteria.
- 11.10. If the school ceases to use the services of a teacher because of serious misconduct, or if they would have been dismissed had they not left their post, the school must consider whether to refer the case to the Secretary of State.
- 11.11. School governors are considered to be volunteers and consequently are required to undertake an enhanced DBS check with barred list check if they are engaging in regulated activity. Other governors should have an enhanced DBS check, without a barred list check, as part of the appointment process for governors.
- 11.12. Individuals or organisations who rent the school facilities with a view to providing activities for young people, for example holiday clubs, will be expected to have their own appropriate safeguarding procedures in place.
- 11.13. When childcare providers hire or rent school facilities, the school will ensure that such providers have appropriate policies and procedures in place to ensure compliance under this legislation.

**Supply Teachers**

- 11.14. As part of the safer recruitment section, and the managing allegations section, refers to the particular risks that may arise when employing supply teachers.

Where there is an allegation about a supply teacher (see paragraphs 213 – 217), the KCSIE guidance says, ‘Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. ‘In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome’ (paragraph 215).

‘The school or college will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.’ (paragraph 216)

**Staff support**

- 11.15. The school recognises the stressful and traumatic nature of child protection work and supports staff by providing an opportunity to talk through their anxieties with the designated senior lead or member of the DSL team and to seek further support, as appropriate.
- 11.16. All concerns relating to safeguarding adults in the school should be referred to the DSL/Executive Head Teacher.

**12. Responding to an Allegation Against a Member of Staff**

- 12.1. The following procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
- 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 or
  - behaved in a way that indicates s/he is unsuitable to work with children
- 12.2. Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.
- 12.3. All staff working within the School must report any potential safeguarding concerns about an individual’s behaviour towards children and young people immediately.
- 12.4. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher.
- 12.5. If the concern relates to the Head Teacher, it must be reported immediately to the Local Authority Designated Officer (LADO) in Children’s Social Care,





who will liaise with the Chair of Governors and they will decide on any action required.

- 12.6. The School will liaise with the LADO in managing allegations against staff. Communication with the LADO will be managed by the Head Teacher, unless 12.5 applies.

### **13. Responding to an Allegation Against other Children**

- 13.1. This procedure should be used in any case in which it is alleged that a child has:
- behaved in a way that has harmed another child or may have harmed a child
  - possibly committed a criminal offence against or related to another child or
  - behaved in a way that indicates that they may pose a risk to themselves and others in the education setting
- 13.2. It is important to remember that children have the potential to abuse other children. When dealing with situations it is important to consider:
- any differences in power
  - whether the perpetrator has repeatedly tried to harm other children
  - concerns about the intention of the alleged perpetrator
- 13.3. Peer to peer abuse can manifest in a number of ways. This can include:
- gender issues (this can include specific gender issues such as sexual assault as well as initiation/hazing type violence)
  - gender based violence or sexual assaults and harmful sexual behaviour
  - abusive and bullying behaviour which can be physical, sexual or emotional
  - sexting
  - teenage relationship abuse, including domestic abuse
  - peer on peer exploitation
- 13.4. Staff should recognise that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.
- 13.5. All staff working within the school must report any potential safeguarding concerns about suspected peer to peer abuse in the same way as other safeguarding concerns, through reporting to the DSL immediately.
- 13.6. The school is mindful of the searching, screening and confiscation guidance in terms of safeguarding the welfare of pupils at the school, where there are reasonable grounds that a pupil may have a prohibited item. This could include items which would indicate sexting.





#### 14. Physical Intervention

- 14.1. The school recognises that staff only need to intervene physically as a last resort. The school does not expect staff to put themselves at physical risk.
- 14.2. Physical intervention will be used when an individual poses an immediate risk to themselves, others or school property.
- 14.3. Physical intervention will be used in line with the government guidance contained in Behaviour and Discipline in Schools (February 2014).
- 14.4. Staff may intervene using reasonable force. There is no legal definition of reasonable but it should be warranted by the seriousness of the incident, with the degree of force in proportion to the seriousness of the behaviour. (Use of Reasonable Force July 2013)
- 14.5. At all times, physical intervention must use the minimum amount of force for the minimum amount of time necessary, to prevent injury or damage to property.
- 14.6. Physical intervention that causes injury or distress to a pupil may be considered under safeguarding or disciplinary procedures.
- 14.7. Physical intervention may be required when carrying out a search for articles which may be reasonably suspected to cause harm to the individual or others. When carrying out a search, the advice laid out in Searching, Screening and Confiscation (February 2014) will be adhered to.
- 14.8. Any member of SLT can authorise a search without consent of the pupil in the absence of the Head Teacher or the Deputy Head Teacher. A search must be carried out with two members of staff present.
- 14.9. Physical intervention should not be used as part of behaviour management or as a form of punishment. Pupils should not be barred physically from leaving a room or situation unless this would constitute a very serious threat to themselves or others.

#### 15. Children with Additional Needs

- 15.1. The school recognises that, while all children have a right to be safe, some children may be more vulnerable to abuse; for example, those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 15.2. Staff will be mindful that:
  - Children's understanding of situations may be different and therefore they may be disproportionately affected by things without showing any signs.
  - Children may have communication barriers that can be difficult to overcome.
- 15.3. When considering excluding, either fixed term or permanently, a vulnerable pupil and/or a pupil who is the subject of a child protection plan or where



there is an existing child protection file, the school will call a multi-agency risk assessment meeting prior to making the decision to exclude.

- 15.4. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, a risk assessment must be completed prior to calling the multi-agency risk assessment meeting.

## **16. Children with Medical Needs**

- 16.1. The school follows the guidance in Supporting Pupils at School with Medical Conditions (DfE, 2014). The aim of this guidance is to ensure that all pupils with physical or mental health needs are properly supported in school.
- 16.2. Certain medical needs will mean that pupils are defined as being disabled, as defined by the Equality Act, 2010. In addition, a pupil's medical needs may also be considered as Special Educational Needs (SEN). Where this is the case, the School will seek guidance from the SEN Code of Practice. The school will comply with the statutory duties as detailed in these acts.
- 16.3. The school will put in place support for each pupil on an individual basis, taking into account the individual needs and support as required. This will include supporting staff to manage these needs.
- 16.4. Pupils requiring first aid will be given attention from trained staff. A written record of all first aid administered will be kept. When there is any doubt about a pupil's welfare or if further medical intervention is required, parents will be contacted and an ambulance requested, if necessary.
- 16.5. The school will dispense medicine in line with guidance set out in Supporting Pupils at School with Medical Conditions (DfE, 2014). Parental consent will be sought.

## **17. Radicalisation**

- 17.1. The school will follow the government guidance in relation to protection of vulnerable pupils who are at risk of radicalisation, vulnerable to harm or exploitation. Channel is a key element of the government PREVENT strategy and requires cooperation with statutory partners to safeguard children and adults in order to reduce the risk of individuals being drawn into terrorism.
- 17.2. Channel is a multi-agency panel with responsibility for safeguarding children in line with other panels. The school will attend multi-agency meetings and provide support when required.
- 17.3. Vulnerability indicators can be considered in three dimensions – engagement with the group, cause or ideology; intent to cause harm; capability to cause harm.
- 17.4. Indicators of vulnerability across the three dimensions:  
Engagement:



- spending time with suspected extremists
- changing appearance in line with the group
- day-to-day behaviour associated with extremist ideology
- loss of interests and friends in activities not associated with extremist ideology
- possession of material or symbols associated with an extremist cause
- attempts to recruit others
- communications with other that suggest identification with a group, cause or ideology

Intention:

- identifying another group as threatening
- blaming a group for causing all social or political ills
- using insulting or derogatory names or labels for other groups
- speaking about imminence of harm from other groups
- expressing attitudes that justify offending on behalf of the group
- condoning or supporting violence or harm towards others
- plotting or conspiring with others

Capability:

- history of violence
- criminally versatile
- occupational skills or technical expertise

- 17.5. The school recognises that not all of these examples may be applicable but should be used in order to identify pupils who may be at risk of radicalisation.
- 17.6. If a member of staff has concerns about a pupil and there may be a potential risk or radicalisation, this should be reported to the child protection team
- 17.7. There has been a shift from honour based crimes to crimes that are committed to protect or defend the honour of their family or community.

### **18. Children in Specific Circumstances:**

- 18.1. The school will follow the government guidance contained in the documents below when dealing with pupils in specific circumstances:
- 18.2. Where no guidance exists, the DSL team will use their professional judgement to take reasonable action.
- 18.3. **Child Sexual Exploitation (CSE):** What to do if you suspect a child is being sexually exploited (DfE, 2012). Specific reference is made to CSE. This can take place in many different forms, but the significant difference in CSE is the imbalance of power, with the perpetrator holding power over the victim. Staff will be aware of the signs of CSE, whilst bearing in mind that the child may not show any external signs of abuse.



- 18.4. **Female Genital Mutilation (FGM):** Female genital mutilation: guidelines to protect children and women (DfE, 2014). Specific reference is made to FGM. The school is also aware that family members of pupils at the school may potentially be at risk of FGM.
- 18.5. **Domestic Violence:** Domestic violence and abuse (Home Office, 2013). Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality. Domestic violence may mean that a child is placed at risk of significant harm. This is a shift from the phrase 'domestic abuse'.
- 18.6. **Children missing from education:**
- 18.6.1. A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation. There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:
- are at risk of harm or neglect
  - come from Gypsy, Roma, or Traveller families
  - come from the families of service personnel
  - go missing or run away from home or care
  - are supervised by the youth justice system
  - cease to attend a school
  - come from new migrant families
- 18.6.2. The School will follow its procedures for unauthorised absence and for dealing with children who 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 going missing in future. This includes informing the local authority if a pupil leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a pupil's name from the admission register at non-standard transition points.
- 18.6.3. Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.
- 18.6.4. If a staff member suspects that a pupil is suffering from harm or neglect, they should report this to a member of the child protection team, who will follow local child protection procedures, including with respect to making reasonable enquiries. The DSL team will make an immediate referral to the local authority Children's Social Care and the police, if they suspect that the pupil is in immediate danger or at risk of harm.



- 18.7. **Child criminal exploitation:** county lines criminal exploitation of children
- 18.7.1. Child criminal exploitation: county lines criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.
- 18.7.2. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation, even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, cognitive ability, physical strength, status and access to economic or other resources.

18.8. **Peer on Peer Abuse**

- 18.8.1. All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting.
- 18.8.2. The school adopts a whole school approach to foster healthy and respectful relationships between boys and girls, including through Relationship and Sex Education and Personal Social Health and Economic Education. A whole school approach prepares pupils for life in modern Britain. The school has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Such a programme is developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding) and may tackle such issues as healthy and respectful relationships; what respectful behaviour looks like; consent; gender roles, stereotyping, equality; body confidence and self-esteem;



prejudiced behaviour; that sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

- 18.9. The School will follow the government guidance contained in the documents below when dealing with children in specific circumstances:
- **Bullying Including Cyberbullying:** Preventing bullying (DfE, 2012)
  - **Drugs:** Drugs: advice for schools (DfE, 2012)
  - **Fabricated or Induced Illness:** Safeguarding children in whom illness is fabricated or induced (Department of Health, 2008)
  - **Faith Abuse:** Child abuse linked to faith or belief: national action plan (DfE, 2012)
  - **Forced Marriage:** Forced marriage (FCO, 2014)
  - **Gangs and Youth Violence:** Addressing youth violence and gangs (Home Office)
  - **Gender-Based Violence/violence against women and girls (VAWG):** Ending violence against women and girls in the UK (Home Office, 2014).
  - **Mental Health:** The mental health strategy for England (Department for Health, 2011) Mental Health and behaviour in schools (DfE, 2018)
  - **Private Fostering:** Children Act 1989: private fostering (DfE, 2005)
  - **Radicalisation:** Channel guidance (Home Office, 2012)
  - **Sexting:** CEOP – National Crime Agency
  - **Teenage Relationship Abuse:** 'This is abuse' campaign (Home Office, 2013)
  - **Trafficking:** Safeguarding children who may have been trafficked (DfE, 2011)
  - **British Values:** These are the Rule of Law, Individual Liberty, Democracy, Mutual Respect and the Tolerance of Others (DfE 2014)
  - **Prevent Strategy:** Respond to the ideological challenge of terrorism; and prevent people from being drawn into terrorism. (Home Office, 2011)



## Appendices

### Appendix A. Definitions and indicators of abuse

#### 1. Neglect

- 1.1. Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- 1.2. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
  - provide adequate food, clothing and shelter (including exclusion from home or abandonment)
  - protect a child from physical and emotional harm or danger
  - ensure adequate supervision (including the use of inadequate care-givers)
  - ensure access to appropriate medical care or treatment
- 1.3. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 1.4. The following may be indicators of neglect (this is not designed to be used as a checklist):
  - constant hunger
  - stealing, scavenging and/or hoarding food;
  - frequent tiredness or listlessness
  - frequently dirty or unkempt,
  - often poorly or inappropriately clad for the weather
  - poor school attendance or often late for school
  - poor concentration
  - affection or attention seeking behaviour
  - illnesses or injuries that are left untreated
  - failure to achieve developmental milestones, for example growth, weight
  - failure to develop intellectually or socially
  - responsibility for activity that is not age appropriate, such as cooking, ironing, caring for siblings;
  - regularly not collected or received from school;
  - left at home alone or with inappropriate carers





## **2. Physical Abuse**

- 2.1. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- 2.2. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.3. The following may be indicators of physical abuse (this is not designed to be used as a checklist):
  - multiple bruises in clusters, or of uniform shape
  - bruises that carry an imprint, for example of a hand, a cord or an implement
  - bite marks
  - round burn marks
  - multiple burn marks and burns on unusual areas of the body, such as the back, shoulders or buttocks
  - an injury that is not consistent with the account given
  - changing or different accounts of how an injury occurred
  - bald patches
  - symptoms of drug or alcohol intoxication or poisoning
  - unaccountable covering of limbs, even in hot weather
  - fear of going home or parents being contacted
  - fear of medical help
  - fear of changing for PE
  - inexplicable fear of adults or over-compliance
  - violence or aggression towards others including bullying
  - isolation from peers

## **3. Sexual Abuse**

- 3.1. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- 3.2. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- 3.3. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual





activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

- 3.4. Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other children.
- 3.5. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):
  - sexually explicit play or behaviour or age-inappropriate knowledge
  - anal or vaginal discharge, soreness or scratching
  - reluctance to go home
  - inability to concentrate, tiredness
  - refusal to communicate.
  - thrush, persistent complaints of stomach disorders or pains
  - eating disorders; for example anorexia nervosa and bulimia
  - attention seeking behaviour, self-mutilation, substance abuse
  - aggressive behaviour, including sexual harassment or molestation
  - unusually compliant
  - regressive behaviour, enuresis, soiling
  - frequent or open masturbation, touching others inappropriately
  - depression, withdrawal, isolation from peer group
  - reluctance to undress for PE or swimming
  - bruises, scratches in genital area

#### **4. Emotional Abuse**

- 4.1. Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development.
- 4.2. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- 4.3. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- 4.4. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction.



- 4.5. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.
- 4.6. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):
- consistently describes him/herself in very negative ways – for example, as stupid, naughty, hopeless, or ugly.
  - over-reaction to mistakes
  - delayed physical, mental, emotional development
  - sudden speech or sensory disorders
  - inappropriate emotional responses, fantasies
  - neurotic behaviour: rocking, banging head, regression, tics and twitches
  - self-harming, drug or solvent abuse
  - fear of parents being contacted
  - running away
  - compulsive stealing
  - eating disorders; for example, anorexia nervosa, bulimia
  - soiling, smearing faeces, enuresis
- N.B. Some situations where children suddenly stop communication (known as “traumatic mutism”) can indicate maltreatment.

## 5. Responses from Parents

- 5.1. Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:
- delay in seeking treatment that is obviously needed
  - unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
  - incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
  - reluctance to give information or failure to mention other known relevant injuries
  - frequent presentation of minor injuries
  - a persistently negative attitude towards the child
  - unrealistic expectations or constant complaints about the child



- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home
- violence between adults in the household

## 6. Child Sexual Exploitation

6.1. 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, miscarriages
- 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.



## **Appendix B. Safeguarding Cue Card**

Dedworth Middle School has a commitment to safeguarding the welfare of all young people and children who attend our provision. All staff, including temporary staff and volunteers, have a duty to safeguard and should act quickly should they have concerns about anything relating to the welfare of a child or the behaviour of an adult.

### ***Key Information***

The **Designated Safeguarding Lead** is Karen North

In her absence, concerns should be referred to one of the **Deputy Safeguarding Leads**: Eleanor Jerrard, Nicola Chandler, Clare O'Donnell, Kevin Bingham.

All concerns should be reported in a confidential manner. Ensure that a written record is kept of all safeguarding concerns. Individual pupils should not be discussed outside of the setting.

### ***Definitions of Abuse***

Abuse falls into the following categories:

**Physical, Emotional, Neglect and Sexual**

Specific Safeguarding Issues:

Child Sexual Exploitation (CSE), sexting, e-safety, radicalisation, Female Genital Mutilation (FGM), mental health, drug use. Concerns falling under these areas should be reported in the same way as other child protection issues.

### ***Indicators of Abuse***

Some indicators of abuse (this list is not exhaustive):

- changes in behaviour
- unusual behaviours e.g. rocking, being withdrawn, oversexualised behaviours
- burns, marks or other physical signs which are in unusual places or cannot be easily explained
- behaviour that is not age appropriate
- child looks unkempt, basic needs not being met
- issues with food – not eating / stealing food / not having a lunch

### ***Dealing with a disclosure***

If a pupil makes a disclosure, the following should be followed:

- listen carefully to what the pupil has to say and allow the pupil to speak
- stay calm and reassure the pupil



- record what the pupil has to say. Make a distinction between facts and opinions
- ask open ended questions, such as “tell me...”, “explain...”, “describe...” (Remember: “TED” = **T**ell, **E**xplain, **D**escribe)
- ask a member of the DSL team if you need help
- refer the matter to the designated safeguarding lead as soon as possible
  - ensure that a face to face handover of information takes place and use the online reporting tool accessible via CPOMS (this will allow you to record the disclosure and, once sent, an alert will immediately go to all members of the child protection team)

Things to not do:

- make any promises to the pupil e.g. promising that everything will be ok or promising confidentiality
- react in a way that will put the pupil off
- ask leading questions or try to investigate
- dismiss what the pupil says as implausible or impossible
- criticise anyone involved or give your opinion

Concerns about the behaviour or actions of staff should be reported immediately to one of the child protection team. Ensure that there is a face-to-face handover of information – don’t assume that an email will have been read.



### Appendix C. Allegations against a member of staff, governor or volunteer

- 1.1. Inappropriate behaviour by staff/volunteers could take the following forms:
- **Physical:** This includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - **Emotional:** This includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual:** This includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
  - **Neglect:** This includes, for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment etc.
- 1.2. If a pupil makes an allegation against a member of staff, governor, visitor or volunteer, the headteacher should be informed immediately. The headteacher should carry out an urgent initial investigation in order to establish whether there is substance to the allegation. The headteacher should not carry out the investigation him/herself or interview students.
- 1.3. The headteacher must exercise, and be accountable for, professional judgement on the action to be taken, as follows:
- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns, the headteacher will notify the **Local Authority Designated Officer (LADO)** Team
  - The LADO Team will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
  - If it is not clear whether the actions of the member of staff raise child protection concerns, the headteacher must immediately seek advice from the Child Protection Manager for Schools and Education Services.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures.
  - If the headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion and the reasons for the decision should be recorded on the child protection file.

**Where an allegation has been made against the headteacher, then the Chair of Governors takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific**



**procedures, see the procedures of Windsor and Maidenhead Safeguarding Children Board.**

End