



Elstree School

Including all of the Pre-Prep Department and Early Years Foundation Stage

Safeguarding and Prevent Policy

(Please note that this policy can also be found on the school website)

Person responsible for policy: **TDW** Responsible Governor: **Liz Shaw**

Date of last revision: 1st **September 2023**

Date to be revised: **September 2024**

Elstree School is a Company Limited by Guarantee No 690450 (England)

Registered Charity No 309101

I. Key Contacts

Key Contact list for Safeguarding in Elstree School			
Name	Telephone contact	Email	
Tom Wyatt DSL, Head of History, SMT	0118 9713302 (SO) 07887 990178 (M)	twyatt@elstreeschool.org.uk	
Deputy Designated Persons: Sid Inglis Headmaster Sarah Attwood Assistant Head Pupils' Mental Health and Wellbeing Alice Bond Head of Pre-Prep (Pre Prep - Responsible for EYFS) Rachel Pither (Head of HR)	0118 9710645 0118 9710612 0118 9713296 0118 9710604	singlis@elstreeschool.org.uk slattwood@elstreeschool.org.uk abond@elstreeschool.org.uk rpither@elstreeschool.org.uk	
Liz Shaw Safeguarding Governor	0118 9713302	Via school office	
Sarah Attwood Designated teacher for Pupils Mental Health and Wellbeing	0118 9710612	slattwood@elstreeschool.org.uk	
Alice Bond Designated teacher for Looked after Children	0118 9713296	aholifield@elstreeschool.org.uk	
Key contacts within the Local Authority			
	Name	Address	Telephone contact / Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker child@westberks.gov.uk	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only contact: 01635 503190 Parents only Contact: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535
Prevent Officer Thames Valley Police	Prevent officer	Reading Police Station Castle Street Reading RG1 7TH	07800 702319 or 0118 9636349 Preventreferrals@thamesvalley.pnn.police.uk
Building Communities Together Team Manager and PREVENT Lead, WBC	tbc	CEO and Support West Berkshire Council 20 Mill Lane Newbury RG14 5QU	tbc
Service manager for early years, vulnerable learners and families	Avril Allenby / Melissa Perry	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519014 Avril.Allenby@westberks.gov.uk

Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, and PREVENT Link for Education	Melissa Perry	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519044 EWSS@westberks.gov.uk
Education Safeguarding Officer	Joan Ball	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading Berkshire RG31 4UH	01635 503156 joan.ball@westberks.gov.uk
Local Authority Designated Officer Contact can be made via CAAS	Fiona Goussard	Council Offices West Street House West Street Newbury Berkshire RG14 1BZ	via CAAS on 01635 503190 cpadmin@westberks.gov.uk or cpadmin@westberks.gcsx.gov.uk
Senior Education Welfare Officer,	Sally-Ann Looker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519788 sal.looker@westberks.gov.uk
Exclusions Officer	Roslyn Arthur	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Roslyn.Arthur@westberks.gov.uk 01635 503409
Reporting FGM: <i>If you are a regulated professional, such as a health worker, social worker or teacher, you are required by law to report any 'known' cases of FGM directly to the police via our non-emergency number 101.</i>			

2. Purpose

An effective whole-school child protection policy is one which provides clear direction to staff and others to promote the child's welfare and the expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child. The school will always consider the best interests of the child.

This policy links with the Pan Berkshire child protection procedures.

These procedures can be found by clicking on the following link <http://berks.proceduresonline.com/>

3. Introduction

- a. Elstree School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. “The welfare of the child is paramount” (Children Act 1989). ‘Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes’. (Keeping Children Safe in Education, 2023).
- b. Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school - Working Together to Safeguard Children 2018 Part 2 of “Keeping Children Safe in Education” (2023) sets out the responsibilities of governing bodies including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or Governing Body (**see appendix 10**).
- c. Section 11 of the Children’s Act 2004 (**appendix 10**) sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. “All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns”. Safeguarding is everyone’s responsibility and should be a child centred approach”. (Working Together, 2018).
- d. At Elstree we value diversity. Diversity is a strength, and we promote inclusive behaviours and respect for all people and groups. Discrimination can be a safeguarding issue and we will take appropriate action if pupils’ behaviour or comments are discriminatory, including racist, and we will work with other agencies, if necessary. If staff or volunteers behave in a way that discriminates against particular groups, or is racist, we will act immediately to rectify the issue in line with the Staff Code of Conduct.
- e. This policy also applies to our Early Years Foundation Stage and after school care and links to our use of mobile phones and other devices.
- f. There are six main elements to this child protection and safeguarding policy:
 - I. Ensuring the Elstree governing board have effective oversight of all Safeguarding procedures and practice within this establishment.
 - II. Ensuring the practice of Safer Recruitment processes in line with national legislation, by using at least one suitably trained recruiter on all interview panels, and ensuring the completion of all necessary checks for staff, governors and volunteers.
 - III. Providing robust Safeguarding by following agreed procedures, and ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Also by raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.

- IV. Ensuring the establishment of a whole school Safeguarding culture in which children can learn and develop, and staff feel confident to respectfully challenge actions that conflict with the code of conduct. This can be achieved by the creation of a positive school ethos, effective behaviour support, effective teaching and the pastoral support offered to pupils.
- V. Recognising and supporting pupils who may have been abused by another child, including, bullying, sexual assault and harassment and exploitation.

Providing effective support to all those involved in the abuse and work towards a restorative outcome.

- VI. Ensuring effective whistleblowing and allegation management procedures.

This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to our school.

We recognise our responsibility for making contacts and referrals rather than making enquiries and investigating.

4. Terminology

All staff at Elstree will have due regard for, and will follow the guidance in Keeping Children Safe in Education 2023 (P4) when using the terminology '**victim**', '**perpetrator(s)**' and '**alleged perpetrator(s)**.....

*For the purposes of this guidance, we, in places, use the term '**victim**'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.*

*For the purpose of this advice, we, in places, use the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.*

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children September 2018, A guide to inter-agency working to safeguard and promote the welfare of children, 2018), in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's Mental and Physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. **Keeping Children Safe in Education (2023)**

Working Together to Safeguard Children, September 2018 states that 'safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult, or adults or another child or children.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Children includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

Extremism refers to the Government's 'Prevent Strategy' which defines extremism as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces".

Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015. The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who 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.

As with other safeguarding risks, staff have been trained to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

'**Sexting**' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex, sending a nudie, picture or selfie.

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Children missing in Education All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

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. At Elstree School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Child on Child abuse occurs when a young person is exploited, bullied /harmed or sexually assaulted or sexually harassed by another child under the age of 18.

Safeguarding outside the home

Safeguarding outside the home is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families.

It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

5. School policy

- a. We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse and extremism. Safeguarding is everyone's responsibility; therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools, colleges and their staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children, September 2018). In order to fulfil their safeguarding responsibilities, professionals should make sure that their approach is child-centred and they should consider what is in the best interests of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action.

This school has therefore:

- b. Appointed a Designated Person for Safeguarding and a Deputy Person for Safeguarding and a Safeguarding Governor who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners. The Designated Safeguarding Lead and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on Safeguarding concerns. All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child. A full description of the duties of a DSL can be found in KCSIE, 2023 and **Appendix 8** below.
- Ensured that there are safeguarding policies and procedures in place and are reviewed regularly to ensure children and learners are kept safe.
 - Ensured that all staff have read and understood part I of 'Keeping Children Safe in Education' and Annex B (2023).
 - Staff with a Safeguarding responsibility should also read Annex B of Keeping Children Safe in Education 2023

- Ensured that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty. Have an understanding and awareness that some children may not feel ready or know how to tell someone they are being abused, exploited or neglected or they may not even recognise that their experience is harmful. In these circumstances we will determine how best we can build their trust to facilitate communication.
 - Established and maintained an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's behaviour. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- b. Ensured all school staff are able to identify children who may benefit from early help and the early help process and their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead professional in undertaking an Early Help assessment. In relation to early years, staff should demonstrate the young children's understanding of 'how to keep themselves safe from relevant risks' and demonstrate how this is monitored across the provision.
 - c. Ensured we take into account whether or not the school meets all the paragraphs in part 2 (spiritual, moral, social and cultural development of pupils), part 3 (welfare, health and safety of pupils), part 4 (suitability of staff, supply staff and proprietors) and part 5 (premises and accommodation at schools) of the independent school standards.
 - d. Ensured positive behaviour is promoted consistently. That staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them and in line with the school/college physical intervention policy.. All incidents are reviewed, recorded and monitored and the views of the child are sought and understood.
 - e. Have a responsibility to be aware of the signs of abuse and neglect so we can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff are aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect. In addition, all staff are 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. Staff should be aware that behaviour linked to the likes of drug talking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. All staff then have a responsibility to take appropriate action, working with other services as needed. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy (see **Pupils Mental Health and Wellbeing Policy**).
 - f. Ensured that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Criminal and Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service, CAAS or other relevant agencies. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate. (Refer to Appendix I for further information on specific safeguarding issues and Annex B in KCSIE, 2023).
 - g. Ensured all staff members are aware of the systems within their school or college which support safeguarding and these should be explained to them as part of their induction. Induction must include an introduction to the Designated Safeguarding Lead and their deputies, and staff must be made aware of the behaviour policy and the school's safeguarding response to children who go missing. Ensure all staff understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children. They have well-developed strategies in place

to keep children safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.

- h. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.

Staff, visitors, volunteers and students **(including the Early Years Foundation Stage, EYFS)** are not permitted to use their own mobile devices to take or record any images of Elstree children for their own records during session times.

Currently, the only exception to this rule is that the marketing Dept. and SMT are able to use their own devices to photograph children so long as they delete the images off their personal devices once they have uploaded them onto the school system.

Only school cameras and video equipment is used to record children in the Early Years. No photographs or videos are allowed to be taken on staff mobile phones. Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.

This applies to our EYFS and after school care.

- i. Ensured that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority, CAAS and or the police. If a child is in immediate danger or is at risk of harm a referral should be made to CAAS and/or the police immediately. Staff will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to CAAS. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located. The relevant Designated Officer needs to be informed. Where referrals are not made by the Designated Safeguarding Lead, they should be informed, as soon as possible, that a referral has been made.
- j. Ensured all concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about the recording requirements staff should discuss with the Designated Safeguarding Lead. Written records of Safeguarding/child protection concerns are made in a timely way and held/sent. Ensure records are shared appropriately. Please refer to [Information Sharing advice for practitioners](#) for full guidance on information sharing.
- k. Ensured a record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. Ensure there is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism, Female Genital Mutilation (FGM), or that they have sought additional advice and support. Parents must be made aware of concerns and their consent sought in accordance with local procedures, unless doing so would increase the risk of or actual harm to a child. If in doubt, contact CAAS for consultation and advice.
- l. Ensured there is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan, child protection plan or who are In the care of the local authority, the plan will identify the help that the child should receive and the actions to be taken. All staff should have an awareness of issues around safeguarding Children in the care of the local authority as the most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing boards and proprietors should ensure that staff have the skills, knowledge

necessary to keep Children in the care of the local authority safe. Mrs Alice Bond, Head of Pre-Prep is the **designated member of staff with responsibility for the welfare and progress of Looked after Children.**

- m. Ensured children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Ensure risks are well understood and their impact is minimised, and that staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory Framework for the Early Years Foundation Stage' when children go missing while in the care of the provider. (Refer to Appendix 3 for further information).
- n. Included in the curriculum activities and opportunities for Personal Health & Social Education (PHSE), which equip pupils with the skills they need to stay safe from all forms of abuse such as bullying (including cyber bullying), sexting, and peer on peer abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- o. Included in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- p. Ensured that wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from partner agencies.
- q. Ensured that safeguarding the child is of paramount importance when considering a request for flexi schooling and that any concerns are raised with the CAAS team.
- r. Ensured that the school contributes to inter-agency working in line with statutory guidance (Working Together to Safeguard Children, 2018). Schools and colleges should work with social care, CAAS, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or consider whether to conduct, a section 17 assessment or a section 47 enquiry (Children's Act 1989). As part of meeting a child's needs it is important for governing boards and proprietors to recognise the importance of information sharing between professionals and local agencies. Data protection fears should not be a barrier to information sharing as the safety of the child is paramount. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- s. Ensured appropriate action is taken when children stop attending the setting; for schools, this includes informing the local authority when a pupil is going to be deleted from the register outside standard transition points.
- t. Ensured the school practices safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- u. Ensured all staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child. Staff know how to recognise that children are capable of abusing their

peers and governing boards and proprietors will ensure that allegations of child on child abuse will be investigated and dealt with. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children. Governing boards and proprietors should ensure that there is a procedure in place to handle allegations against teachers, head teachers, principals, supply staff, volunteers and other staff. Such allegations should be referred to the Designated Officer at the local authority by the appropriate person (set out in Part 4 of Keeping Children Safe in Education [2022]).

- v. Ensured all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Keeping Children Safe in Education 2022

6. At Elstree

- a. At Elstree we adopt a system whereby a child has as many adults as possible to turn to in time of need. This enables a child to talk to different people depending on the problem.
- b. It is appreciated that for the most part children talk to people who they know and trust, however at times they may want to talk to an 'outsider' about more personal problems or those which they do not wish to get back to school or parents. Staff have the problem of wearing two hats which some pupils find difficult.
- c. Although the tutor is the central figure in the child's welfare and all information if possible, is fed back to the tutor, there may be instances where the child specifically asks for the tutor not to be informed and in these circumstances their wish should be respected.
- d. Care should however be taken in promising complete confidentiality as in most cases it is safer to confide in another colleague, and in the case of abuse it is illegal to fail to report an instance. Social services are willing to advise in cases of suspected abuse.
- e. The support system contains the following people outside the classroom environment:
 - Any member of staff who sees or teaches the child in any area of school life.
 - The House Staff and duty staff who are responsible for them during 'boarding times'.
 - Sister, who many will talk to when they attend surgery, a time that often is a crucial point of contact.
 - Gap year staff who see them in free time, weekend activities and on the games field, who can act as big brothers or sisters.
 - The school's designated independent listener
 - The Headmaster and his wife who are available at regular times and who are seen around the school.
 - The Childline number is posted in strategic places and children are free to make any telephone calls in private. There are a number of telephones around the school where there is no staff presence.
 - The tutors who are in regular contact with their tutees and their parents and guardians.
 - The Children's Commissioner <http://www.childrenscommissioner.gov.uk/>

Safeguarding Procedures

- a. We ensure that any child protection and/or safeguarding concerns are shared immediately with the relevant local authority, CAAS and or the police. If a child is in immediate danger or is at risk of harm a referral should be made to CAAS and/or the police immediately. Staff will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to CAAS. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Anyone can make a referral directly. Where referrals are not made by the Designated Safeguarding Lead, they should be informed, as soon as possible, that a referral has been made.
- b. We ensure all concerns, discussions and decision made and the reason for those decisions should be recorded in writing (**Via Staff Dashboard on the My Concern Portal**). If in doubt about the recording requirements staff should discuss with the Designated Safeguarding Lead. Written records are made in a timely way and held/sent securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, without consent. Please refer to Information Sharing advice for practitioners (appendix 9) for full guidance on information sharing.
- c. We ensure a record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals or that they have sought additional advice and support. Parents are made aware of concerns and their consent is sought in accordance with local procedures **unless doing so would increase the risk of or actual harm to a child**. If in doubt, contact CAAS for consultation and advice.
- d. We ensure there is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked-after, the plan identifies the help that the child should receive and the actions to be taken if a professional working with the child has further concerns or information to report.
- e. We ensure children who go missing from the setting receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the 'Statutory Framework for the Early Years Foundation Stage' when children go missing while in the care of the provider. (Refer to **Appendix 1** for further information about Children Missing from Education).
- f. We include in the curriculum activities and opportunities for Personal Health, Social and Economic Education (PHSE) and RSE, which equip pupils with the skills they need to stay safe from all forms of abuse including online, such as bullying (including cyber bullying), sexting, and peer on peer abuse, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- g. We include in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- h. We ensure that wherever possible, every effort will be made to establish effective working relationships with parents/carers and colleagues from partner agencies.

- i. We ensure that safeguarding the child is of paramount importance when considering a request for flexi schooling and that any concerns are raised with the CAAS team.
- j. We ensure that the school contributes to inter-agency working in line with statutory guidance (Working Together to Safeguard Children, 2018). We work with social care, CAAS, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans. We allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or consider whether to conduct, a section 17 assessment or a section 47 enquiry (Children's Act 1989). As part of meeting a child's needs it is important for governing boards and proprietors to recognise the importance of information sharing between professionals and local agencies. Data protection fears should not be a barrier to information sharing as the safety of the child is paramount. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.
- k. We ensure we inform the local authority when a pupil is going to be deleted from the register.
- l. We ensure the school practices safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- m. We ensure all staff and carers have access to a copy of and understand the written procedures for managing allegations of harm to a child. Staff know how to recognise that children are capable of abusing their peers and governing boards and proprietors will ensure that allegations of child on child abuse will be investigated and dealt with. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children. Governing boards and proprietors should ensure that there is a procedure in place to handle allegations against teachers, head teachers, principals, supply staff, volunteers and other staff. Such allegations should be referred to the Designated Officer at the local authority by the appropriate person (set out in Part 4 of KCSIE, 2022) Refer to LADO flowchart (**Appendix 7**).

7. Statutory Framework

- a. This policy is in line with guidance from the following legislation and statutory guidance;
 - a) The Children Act 1989 & Section 11 of the Children's Act 2004
 - b) The Education Act 2002 (Section 175)
 - c) The Education (Pupil Information) (England) Regulations 2005
 - d) Dealing with Allegation of Abuse Against Teachers and Other Staff (2011)
 - e) Working Together to Safeguard Children (2018)
 - f) Keeping Children Safe in Education (2023)
 - g) Relationships Education, Relationships and Sex Education (RSE)
 - h) Health Education (2021)
 - i) ISSRs (2014)
 - j) Inspecting safeguarding in early years, education and skills settings, 2016, Ofsted
 - k) Berkshire Child Protection Procedures
http://berks.proceduresonline.com/west_berk/index.html
 - l) What To Do If You're Worried a Child Is Being Abused
 - m) Prevent Within Schools, a toolkit for schools May 2015

n) The Education Inspection Framework

Copies of the above can be accessed (*via Tom Wyatt, Designated Safeguarding Lead*). They can also be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk.

8. Roles and responsibility

- a. All adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in section 1 of this document.
- b. It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely contact with Contact, Advice & Assessment Services (CAAS) and the Prevent Officer at Thames Valley Police, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If, for any reason, the Designated Safeguarding Lead is unavailable, a Deputy Designated Safeguarding Lead has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal child protection procedures; to advise staff and to offer support to those requiring this.
- c. The Safeguarding and Prevent Policy is reviewed annually (and will be updated as necessary throughout the year), so that it is kept up to date with safeguarding issues as they emerge and evolve, (including lessons learnt) and that it is overseen by the chair of governors.
- d. The Designated Safeguarding Lead and the Headteacher provide an annual report for the Governing Board detailing any changes to the policy and procedures, the training undertaken by all staff and governors and other relevant issues. The school will then complete the Annual Audit of Safeguarding in Schools. The purpose of the Annual Audit of Safeguarding in Schools is to keep the Berkshire West Safeguarding Partnership updated on how schools in the authority are managing their statutory responsibilities to safeguarding (section 175 Education Act 2002, section 157 Education Act 2002 and section 11 Children's Act 2004). The findings of the audit will then be reported to Berkshire West Safeguarding Children Partnership.
- e. The Principal Education Welfare and Safeguarding Officer and the Education Safeguarding Officer (see section 1) are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the school's Designated Safeguarding Lead (see section 9).
- f. The Designated Safeguarding Lead will be responsible for addressing any barriers to effective inter-agency working and will report to the Headteacher when it has an effect on safeguarding children.

9. Governance and Leadership

- a. Part 2 of 'Keeping Children Safe in Education' (KCSIE), Sept **2023** sets out the responsibilities of Governing Boards, Proprietors and management committees. Governing bodies, proprietors and management committees (to be known as 'the governing board' in this school) must ensure that they comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times, ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

- b. The governing board should ensure they facilitate a whole school approach to safeguarding and must ensure they in place have a Designated Safeguarding Lead (DSL), and a Deputy Designated Safeguarding Lead (DDSL) from the senior leadership team, who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners. For designated members of staff in Early Years settings, schools and colleges this training should take place every two years. The Designated Safeguarding Lead and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on Safeguarding concerns.
- c. The governing board should ensure all staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child. A full description of the duties of a DSL can be found in Annex C, Keeping Children Safe in Education 2023.
- d. The governing board must ensure that there is a job description for the Designated Safeguarding Lead that states that the DSL should take lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems in place.
- e. The governing board must ensure a designated teacher for children looked after by the local authority is appointed to promote the educational achievement of children who are looked after and ensure that this person has appropriate training. The most common reason for children to become looked after is as a result of neglect and/or abuse. The governing board should ensure that all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- f. The Governing Board should ensure there are effective and appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include:
 - An effective Child Protection & safeguarding policy is in place and is approved by the Governing Board on an annual basis (and as and when other updates occur)
 - An online safety policy that includes appropriate filtering and monitoring on school devices and networks, and that includes the use of mobile and smart technology which will reflect that many children and unlimited and unrestricted access to the internet via mobile phone networks.
 - A staff behaviour policy (see the Staff Code of Conduct) which should amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
 - Ensuring that we adopt recruitment procedures that help deter, reject or identify people who might abuse children. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information (see Recruitment, Selection and Disclosure Policy)
- g. This is not intended to be an exhaustive list. These policies, along with Part one of KCSIE, September 2023 and information regarding the role of the Designated Safeguarding Lead, should be provided to all staff on induction. Governing bodies and proprietors should take a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.

- h. The child protection policy describes our procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Berkshire West safeguarding Partnership; they are updated annually (as a minimum), and be available publicly on the school website or on request.
- i. The headteacher ensures that the above policies and procedures, adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- j. The governing board should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. The **Government Missing children and adult strategy** and the department's **Children Missing Education Statutory Guidance for local authorities** guidance provides information that governing boards and proprietors might find useful when considering children who go missing from education.
- k. The governing board ensures the school has in place statutory policies and procedures for Safeguarding, Safer Recruitment, Allegations Management and Whistleblowing. The named governor for safeguarding and whistleblowing will have oversight of how the policy and procedure are followed.
- l. The governing board ensures that their child protection policy includes procedures to minimise the risk of child on child abuse and sets out how allegations of child on child will be investigated and dealt with.
- m. The Governing Board has appointed a Safeguarding Governor who should act as the link between the Governing Board and the school in relation to Child Protection and Safeguarding, ensuring that:

The Governing Board are responsible for ensuring the Safeguarding Governor meets with the Designated Safeguarding Lead (at least three times a year) in order to understand:

- I. how the relevant policies connected with Safeguarding and Safer Recruitment are being implemented
- II. to check the SCR is in order
- III. the challenges and issues that the school staff are managing in order to ensure that children are kept safe at all times
- IV. how Safer Recruitment is being practiced and recorded
- V. To complete the annual section 175 Safeguarding Audit.

10. Training

- a. The governing board and proprietors should ensure, that **all** staff undergo Safeguarding and child protection training (including online safety, which amongst other things includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and that Safer Recruitment and all required training is compliant and meets the required standards.
- b. Training undertaken by both staff and governors is in line with advice from the Berkshire West Safeguarding Children Partnership. Safer Recruitment and all required training is compliant and meets the required standards.
- c. The Safeguarding Governor and other governors undertake relevant induction and refresher safeguarding and child protection training throughout their term of office as a governor.
- d. The expectation from the Local Authority and the Safeguarding Partnership is that the minimum requirement is for all staff and Governors to receive Universal Safeguarding Training and annual

safeguarding updates. Best practice would be that all staff and Governors complete Universal classroom based training every three years, led by the local authority or the designated Safeguarding Lead, and the free online training recommended by the Berkshire West Safeguarding Children Partnership in the intervening years. Staff training records will be kept up to date to monitor this. All staff, the headteacher and all volunteers in regulated activity receive this training in child protection, inter-agency working, online safety and Prevent responsibilities and procedures. In addition, all staff members should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings), as required but at least annually, to provide them with relevant skills and knowledge to safeguarding children effectively. This includes agency and temporary staff. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff e.g. contractors. The Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

- At least one member of the Governing Board is Safer Recruitment trained
 - We ensure all staff members are aware of the systems within our school which support safeguarding and these are explained to them as part of their induction. Induction must include an introduction to this policy and the names of the Designated Safeguarding Lead and their deputies, and staff must be made aware of the behaviour policy, the E-safety policy, the whistle-blowing policy, the staff code of conduct and the school's safeguarding response to children who go missing as well as KCSIE (2023) Part 1 and Annex B (for those working directly with children) (**see appendix 5**). Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. We have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe from adults and other children and online. Induction training for new staff includes providing the school anti-bullying policy (cyber-bullying, prejudice-based and discriminatory bullying), and mental health policy.
- e. The Designated Safeguarding Lead and any nominated Deputies will complete local authority Designated Safeguarding Lead Training, to include child protection, inter-agency working, and Prevent, and this will be refreshed every **two years**. In addition, they will receive or attend updates at least annually. This will be recorded on staff training records by the Head of HR and monitored by the Designated Safeguarding Lead.

Such training was last undertaken by:

- i) **TDWs Designated Safeguarding Lead training** took place in February 2022
 - ii) **SLMAs Designated Safeguarding Lead training** took place in July 2023
 - iii) **ACTIs Designated Safeguarding Lead training** will take place in October 2022.
 - iii) **AB Designated Safeguarding Lead training** took place in October 2022.
 - v) **RP Designated Safeguarding Lead training** took place in July 2023
 - vi) **LSs Designated Safeguarding Lead training** will take place in Autumn 2023
- f. All School Staff – part-time and full-time (including volunteers in regulated activities) receive formal Safeguarding Children training at least every 3 years and refresher Safeguarding Children training every year and have read and understood at least Part One or the condensed version of Annex A (KCSIE 2023) every time it is updated.

The most recent formal whole staff universal training session took place on 6th September 2021.

- g. Following the statutory Prevent Duty requirement for schools and child care providers from Government all School Staff – part-time and full-time (including volunteers in regular

activities) are required to carry out online training via a general awareness module which is recognized by DfE as appropriate for all staff.

- h. All new Governors are given Safeguarding Children training when they are appointed. All Governors are also made aware of formal Safeguarding Children training at least every 3 years and have read and understood at least Part One or the condensed version of Annex A (KCSIE 2021) every time it is updated. **The most recent formal universal training session took place 6th September 2021.** The DSL also gives a report annually in the full governors' meeting at the end of the Autumn Term.
- i. Alice Bond and Sarah Attwood have undertaken Educare Training for **Looked After Children** on 16th November 2021 (AB – Designated teacher for Looked after Children, SLA – Deputy Designated Safeguarding Lead and SENCO).

Single Central Record

- The Safeguarding Governor should ensure that all governors have completed DBS and other required checks which are recorded on the Single Central Record
- The Single Central Record details of staff and other volunteers is current, complete and compliant and feedbacks regularly to the full governing board.

Governing Board Meetings

The Governors and leader of this school will therefore:

- Ensure there is a Designated Safeguarding Lead and a Deputy Safeguarding Lead from the senior management team, and a Safeguarding Governor who have been trained to an appropriate level to fulfil their duties and responsibilities with respect to the protection of children, and the training is refreshed every two years.
- Ensure that there are safeguarding policies and procedures in place and they are reviewed regularly to ensure children and learners are kept safe.
- Ensure that all staff have read and understood at least Part One, or the condensed version in Annex A of Keeping Children Safe in Education 2022. The governing board have responsibility for ensuring that staff understand their responsibilities, and will decide which guidance is appropriate for staff roles. Governors will record their rationale for their decisions.
- Ensure that Staff with a Safeguarding responsibility also read Annex C of Keeping Children Safe In Education 2022
- The governing board and Senior Leadership Team will ensure that pupils know that there are adults within the school they can approach if they are worried or are in difficulty
- The governing board/proprietors and Senior Leadership Team will establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. Staff will respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's behaviour. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- The governing board and Senior Leadership Team will ensure all staff are able to identify children who may benefit from early help and the early help process and their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and in some cases, acting as the lead professional in undertaking an Early Help assessment. In relation to Early Years, staff should

demonstrate the young children's understanding of 'how to keep themselves safe from relevant risks' and demonstrate how this is monitored across the provision.

- The governing board and Senior Leadership Team of Independent schools will take into account whether or not the school meets all the paragraphs in part 2 (spiritual, moral, social and cultural development of pupils), part 3 (welfare, health and safety of pupils), part 4 (suitability of staff, supply staff and proprietors) and part 5 (premises and accommodation at schools) of the independent school standards.

11. Procedures

- a. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and radicalisation, or female genital mutilation (FGM) may have occurred **must** report it immediately to the Designated Safeguarding Lead (see section 1) or in their absence, the Deputy Designated Safeguarding Lead (see section 1). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff although staff may make a direct referral to children's social care.
- b. The Designated Safeguarding Lead or their Deputy will **immediately** refer cases of suspected or actual abuse or allegations to West Berkshire's Contact, Advice & Assessment Service (CAAS) for West Berkshire cases or the appropriate local authority where the child lives outside of West Berkshire. If the incident of abuse actually occurred within the West Berkshire boundary it will be referred to West Berkshire CAAS. (See section 1). In cases where a student may be vulnerable to or exhibiting, extremist views the Designated Safeguarding Lead or their Deputy will also refer cases to the Prevent Officer at Thames Valley Police, as well as making a 'contact' to CAAS. (See section 1).
- c. The Designated Safeguarding Lead or Deputy will follow the most up to date contact and referral procedures for West Berkshire's CAAS.
- d. To decide whether a 'Contact' with CAAS is appropriate, the Designated Safeguarding Lead (or Deputy) will telephone CAAS on the Dedicated Professionals number: 01635 503190.
- e. Once this is determined, all Contacts to CAAS will be made by telephone on 01635 503190 where the Contact will be screened by a social worker. As part of the CAAS screening process, a decision may be taken by CAAS for a case to be passed to the Multi Agency Safeguarding Hub (M.A.S.H). This is an additional multi agency information gathering process to enhance the current service provision of CAAS. MASH will be colocated with CAAS and the MASH process will assist in the early identification of safeguarding concerns.
- f. Where there is a child protection concern, allegation or disclosure, a phone call will **immediately** be made to CAAS (or Emergency Duty Team if outside of office hours) to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent CAAS from putting in place timely, protective measures for the child or young person. In the event of a Prevent concern or allegation, a phone call will also be made to the Prevent Officer at Thames Valley Police.
- g. If it is decided that the contact does not meet the thresholds for CAAS, advice will be provided by the social worker as to whether there is a role for early response services, and a My family Plan. *The Threshold Criteria for WBC Children's Services can be found at **Threshold Criteria for WBC Children's Services***
- h. In cases where the child resides outside of West Berkshire, the Designated Safeguarding Lead will make themselves familiar with referral processes for the child protection team in the child's home authority.

- i. The school will always undertake to share our intention to refer a child to CAAS with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the school will take advice from CAAS and/or the Police.
- j. A statement in the school brochure and on the school website will inform parents and carers about our school's duties and responsibilities under child protection procedures.
- k. The school will notify the local authority when parents notify them that they will be electively home educating their children.

12. Training and Support

- a. The Headmaster and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.
- b. The expectation from the Local Authority and the Safeguarding Partnership is that the minimum requirement that all staff and Governors should receive is face to face Universal Safeguarding Training every three years, and regular Safeguarding updates. The free online training recommended by the Berkshire West Safeguarding Children Partnership can be used as an annual Safeguarding update.
- c. Governing boards and proprietors should ensure that all staff members undergo safeguarding and child protection training, and online safety, at induction. The training should be regularly updated.
- d. Induction and training should be in line with advice from the Berkshire West Safeguarding Children Partnership/ government guidance. In addition, all staff members should receive regular safeguarding and child protection updates (e.g. via email, e-bulletins, staff meetings), as required but at least annually, to provide them with relevant skills and knowledge to safeguarding children effectively.
- e. This will also include Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff.
- f. All staff, students, supply staff and regular visitors to the school will be told where the policy is kept, given the name of the Designated Safeguarding Lead and informed of the schools procedures in reporting concerns.
- g. The Designated Safeguarding Lead and any nominated Deputies will complete local authority Designated Safeguarding Lead Training, to include child protection, inter-agency working, and Prevent, and this will be refreshed every **two years**. In addition, they will receive or attend updates at least annually. This will be recorded on staff training records and monitored by the Designated Safeguarding Lead.
- h. The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.
- i. Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead, and their Deputies. The Designated Safeguarding Lead will seek support from the Headteacher, PREVENT Officer and appropriate local authority staff where needed.

13. Professional confidentiality

- a. Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Universal Safeguarding Training mentioned in section 10. The only purpose of confidentiality in this respect

is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret. In addition, when a child is disclosing, they must not ask leading questions. Where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by the appropriate authorities. Children can be reassured that only the people who “need to know” will be informed, that this will be the minimum necessary and that information will not become common knowledge.

- b. Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined in 11.1.

14. Records and Monitoring (From September 2022 via My Concern Portal)

- a. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies (giving a comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of actions taken, decisions reached and the outcome).
- b. Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.
- c. ~~These notes are kept in a confidential file in the DSLs Office, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any pupil who is being monitored for child protection reasons.~~
- d. If a pupil transfers from the school, these files, where appropriate, will be forwarded to the pupil’s new school marked ‘confidential’ and for the attention of the receiving school’s Designated Safeguarding Lead for Safeguarding.
- e. Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This will be **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the child arrives. The DSL will ensure secure transit, and confirmation of receipt should be obtained, this will be transferred separately from the main pupil file.
The receiving school should ensure key staff, such as the DSL, SENCO, are aware as required.
- f. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- g. Schools must ensure they are GDPR compliant when handling pupil’s data.

15. Attendance at child protection and safeguarding meetings

- a. It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and a report is submitted to any Child Protection Conference or Team Around the Child or My Family Plan meeting called for children on their school roll or previously known to them. If the Designated Safeguarding Lead is unable to attend, it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns.

- b. Schools will be part of core groups for children subject to child protection plans. Core Groups meet regularly to review and update Child Protection Plans, and the Designated Safeguarding Lead will ensure that the school is represented at these meetings and that records of the meetings are kept. When a child is made subject to a Child Protection Plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a Child Protection Plan.
- c. School will engage with CAAS, Child Protection Conferences, Core Group Meetings and My Family Plan meetings as appropriate. If the Designated Safeguarding Lead is unable to represent the school, the Deputy Designated Safeguarding Lead or in the absence of either of the above, the most senior member of staff will be asked to represent the school.

16. Pupils at risk

- a. Elstree School recognises the importance of identifying vulnerable pupils that may be at risk of abuse (**Categories of Abuse – see Appendix I**), or children that may have additional support needs. We recognise that a pupil may be classed as vulnerable for a variety of reasons and this may not be permanent.
- b. Elstree School recognises the following as vulnerable groups (although not exclusively):
 - Children with Special Educational Needs
 - Children with emotional/behavioural/attachment disorders
 - Children known to the YOT team
 - Children attending alternative education provision.
 - Children with caring responsibilities or classified as a young carer
 - Looked after children and those subject to private fostering arrangements
 - Children missing education/low attendance
 - Children dealing with issues around domestic abuse
 - Children from Gypsy, Roma, Traveller communities
 - Children experiencing bereavement
 - Children in receipt of FSM or PPG
 - Children at risk from neglect; physical; sexual and emotional abuse
 - Disabled children
 - Children at risk of exclusion
 - Children at risk from bullying, including online bullying and prejudice-based Bullying
 - Children at risk of child on child abuse
 - Children at risk from the impact of new technologies on sexual behaviour, for example sexting
 - Girls at risk of female genital mutilation
 - Children at risk of being drawn into terrorism and radicalisation
 - Children at risk of exploitation, sexual exploitation and trafficking
 - Children at risk of honour based violence or forced marriage
 - Children affected by substance misuse (drugs, alcohol)
 - Children affected by mental health issues
 - Children affected by faith abuse
 - Children affected by gender based violence or violence against women and girls
 - Children affected by fabricated or induced illness
 - Children affected by issues around bullying
 - Children affected by crime
 - Children affected by gang activity

- Children affected by gender reassignment/lesbian, gay, bisexual and transgender (LGBT) abuse (transgender Guidance – appendix I)
- Children from BAME communities

c. At Elstree School, we will recognise vulnerable pupils and support them through:

- I. The curriculum to encourage self-esteem and self-motivation
- II. The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- III. The implementation of the school's behaviour management policies
- IV. A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued
- V. Regular liaison with other professionals and agencies that support the pupils and their families
- VI. A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- VII. The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- VIII. Recognition that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse
- IX. Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

d. Elstree School will support pupils from families at risk of domestic abuse by signing up to Operation Encompass with Thames Valley Police, to be informed of any domestic Incidents within the child's home.

e. Elstree School recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

f. Recognising the vulnerability of part time pupils, the school will inform the local authority if they put pupils on a part-time timetable including where they have agreed flexi schooling.

g. All staff are trained to manage a report of child-on-child sexual violence and sexual harassment.

17. Child on Child Abuse

- a. Child on child abuse is abuse by one or more children against other child. It can be stand alone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- b. These arrangements apply to all reports and concerns of child on child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

- c. There can also be different gender issues which can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched / assaulted or boys being subject to initiation type violence.
- d. Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- e. The School acknowledges that even if there have been no reported cases of peer child on child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.
- f. KCSiE 2023 also states that all staff need to be aware that some children may not feel ready or know how to tell someone that they are being abused.....

'All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.' (Part 1, para 19)

- g. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to child on child abuse, and can recognise the indicators and signs of child on child abuse and know how to identify it and how to respond to reports.
- h. The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.
- i. The School recognises that children with special educational needs and disabilities (SEN-D) or certain health conditions can face additional safeguarding challenges and may be more prone to child on child group isolation or bullying (including prejudice-based bullying) than other children. Including the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age. It can occur through a group of children sexually assaulting or harassing a single child or group of children. Sexual violence and harassment occur both online and face to face (physically and verbally) and both on site and outside of School. Any and all such behaviours are unacceptable and the School maintains a zero tolerance approach to sexual violence and harassment.

All staff are reminded to maintain an attitude of “it could happen here” and that addressing inappropriate behaviour can be an important intervention in preventing future problematic behaviour. The Sexual Offences Act 2003 states that the age of consent for sex is 16 years old. It is not intended that the sexual offences legislation be used to prosecute mutually consenting sexual activity between under 16s, unless it involves abuse or exploitation. To protect younger children, the law says children aged under 13 years can never legally give consent. All staff are responsible for watching out for signs of pupils being in abusive relationships and / or suffering from child-on-child sexual violence or sexual harassment.

Some of the common signs of relationship abuse are detailed below though staff should be aware that all young people respond differently and these signs could also be indicators of other issues:

- Physical signs of injury
- Missing School
- Decline in attainment
- Changes in behaviour, mood and personality, becoming withdrawn and passive
- Bullying/being bullied
- Isolation from family and friends
- Inappropriate sexual behaviour, language or attitudes
- Depression
- Self-harm, eating disorders, problems with sleeping
- Use of drugs or alcohol (especially where these haven't been used before)

Further information and advice relating to sexual violence and sexual harassment between children in schools can be found in the Department for Education guidance (Dec 2017, updated May 2018) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and in Part 5 of KCSiE (September 2023).

Responding to reports of Sexual Violence and Sexual Harassment.

The School's initial response to a report from a child is extremely important. How the School responds to a report can encourage or undermine the confidence of future victims to come forwards. Whilst it is statistically more likely that girls will be victims and boys perpetrators it is essential that all victims are reassured they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is also important to explain that the law is in place to protect children and not to criminalise them. Children who are victims of sexual violence or harassment will likely find the experience stressful and distressing and will require effective support. KCSiE (Sept 2023, pages 123-5) contain useful information on how to safeguard and support victims. It is important to note that children may not find it easy to tell staff about their abuse verbally and may instead act in ways which they hope adults will notice and react to or a member of staff may overhear a conversation which suggests a child has been harmed. As with all safeguarding concerns if staff have any concern at all they should immediately act upon it.

All staff are trained by the DSL in how to manage a report. Key actions, which should also be taken for reports of any kind of harm to a child, include:

- if possible managing reports with two members of staff present (ideally one to be the DSL or Deputy DSL);
- where the report includes an online element being aware of the advice regarding images <https://www.gov.uk/government/publications/searching-screening-and-confiscation> and <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people> The key consideration is for staff not to view or forward illegal images of a child.
- not promising confidentiality at this initial stage;
- recognising that a child is likely to disclose to someone they trust and this could be any member of staff both teaching and non-teaching;

- recognising that an initial disclosure may only be the first incident reported and that trauma can impact memory so children may not be able to recall timelines and details;
- remembering that certain children face additional barriers to sharing information because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgemental, clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a detailed summary. Staff should be careful of not being distracted by note taking while the child is talking and ensure they remain engaged with the child. Either way a written report is essential and recordings must be uploaded to My Concern. If a member of staff is unsure how to do this they should speak to the DSL.
- only recording facts as the child presents them and not adding any personal opinion or additional details.
- informing the DSL as soon as possible (if they are not involved in the initial report).

The DSL will complete an immediate risks and needs assessment and will consider the 4 scenarios for action as below:

Manage internally

In some cases of sexual harassment, for example one-off incidents, the DSL may take the view that the children concerned are not in need of early help or referrals to statutory services and that instead the incident will be handled internally using the school's internal counselling and/or discipline policies. The DSL will ensure such actions are underpinned by the principle of zero tolerance and ensure all decisions are recorded.

Early Help

The DSL may decide the children involved would benefit from early help rather than referral to statutory services.

Referral to children's social care

Where a child has been harmed, is at risk of being harmed, or is in immediate danger the DSL will make a referral to local children's social care and follow guidelines as set out in KCSiE (Sept 2023, page 110).

Reporting to the Police

The DSL will when appropriate also report the incident to the police. If a report is determined to be unsubstantiated, unfounded, false or malicious the DSL must consider whether the person who made the report requires help or may have been abused by someone else and this is a cry for help. A referral to children's social care may then also be appropriate. If a report is found to be deliberately malicious the school will follow the Behaviour and Discipline Policy in dealing with this.

At Elstree School we take the following steps to minimise the risk of child on child abuse:

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
 - Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
 - RS, PSHE and RSE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
 - Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
 - We will ensure that the school is well supervised, especially in areas where children might be vulnerable.
 - Internal reporting systems in place are promoted, understood and easily accessible.
 - The School adopts a reflective approach, regularly reviewing decisions and actions and updating policies and procedures to reflect learning.
- j. All allegations of child on child abuse should be passed to the DSL immediately. A clear, detailed, factual record must be kept and updated with all actions and outcomes. Any allegations will then be investigated and dealt with as follows:

Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.

Decide on action – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.

Inform parents - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

- k. Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of Keeping Children Safe in Education (2023). Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:
- l. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Police on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s).
- m. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that the parents of both the alleged victim and alleged perpetrator are informed as soon as possible. The pupils involved will be supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Police as appropriate. The School will have regard to the procedures set out in KCSIE (Keeping Children Safe in Education 2023) and the SVSH (Sexual Violence and Sexual Harassment) at all times.
- n. Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. Where a report has been made to the police, the School will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the children involved may benefit from early help, and may make the necessary referral.

All staff should be clear as to Elstree School policy and procedures with regards to child on child abuse, and the dedicated NSPCC helpline a helpline to support victims of sexual harassment and abuse in education settings. 0800136663

The school will adopt a zero tolerance approach to child on child abuse, that all staff will challenge any abusive behaviour between children that come to their notice and will report onto the DSL immediately any issues of this nature.

17. Sharing of Nudes/Semi-Nudes

- a. The sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.
- b. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.
- c. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young

people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner.

- d. Incidents may also occur where: - children and young people find nudes and semi-nudes online and share them claiming to be from a peer - children and young people digitally manipulate an image of a young person into an existing nude online - images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame. For this reason, incidents can either be classified as 'aggravated' or 'experimental'.
- e. The School will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared.
- f. In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL and pastoral support staff and support from external agencies will be sought, as appropriate.
- g. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The School will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- h. The School acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and School transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.
- i. The School will keep a written record of all concerns, discussions and decisions made.
- j. The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action.
- k. In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

18. Serious Violence

- a. All staff should be aware of indicators, which may signal that children are at risk from, or are involved in serious crime and understand the measures in place to manage these.

- b. This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy for the management of pupils' behaviour including our policy on physical intervention and our policy on anti-bullying and our health and safety policy.
- c. The Department for Education (DfE) has announced a helpline to support potential victims of sexual harassment and abuse in education settings. The Dedicated NSPCC helpline number is **0800 136 663**
- d. The Helpline will also provide support to parents and professionals. Run by the NSPCC, the helpline provides children and adults who are victims of sexual abuse in schools with support and advice including how to contact the police and report crimes.

19. Online Safety

- a. This school believes that the use of information and communication technologies brings great benefits. We recognise that there are online safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in; receive regular updates in e-safety and recognising and reporting concerns. This school will ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness. Sept 2023). Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) All members of staff are trained in/receive regular updates in online safety and recognising and reporting concerns and are aware of their role in the filtering and monitoring process.
- b. Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The school therefore, recognises its responsibility to educate pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.
- c. This school has a separate e-safety policy (including on-line safety) for staff and students which should be considered in line with this policy. The governing board ensures appropriate filters and appropriate monitoring systems are in place. However, they should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. The governing body regularly reviews the effectiveness of filters and the monitoring system as used in the school (Additional information to support governing boards and proprietors is provided in Para 135, KCSIE, 2023).
- d. Photographs, video and electronic images of pupils and staff are classed as personal data under the GDPR. The school has a separate policy that covers the use of images in detail which should be considered in line with this policy.

20. Remote education

In the event of the school returning to remote education. Teachers are reminded to use school email accounts and devices rather than personal ones (see remote teaching and learning policy).

21. Professional boundaries for staff and code of conduct

Code of Conduct

- a. All staff must behave responsibly and professionally in all dealings with children and specifically with students for whom they have a duty of care. All staff must follow the procedures set out in our staff Code of Conduct policy. Staff should always avoid behaviour which might be misunderstood or misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children are in positions of trust in relation to the children in their care. A relationship between a member of staff and a student cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable children and young people and all members of staff have

a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification

- b. Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 10. A copy of 'Guidance for Safer Working Practice for Adults who work with Children and Young People' will be available for all staff and volunteers to read. All staff are required to read Part One of Keeping Children Safe in Education, Sept 2023, if working directly with children, or Appendix B if assessed as appropriate.
- c. Staff members and volunteers are required to sign up to and follow the school's Code of Conduct. This is a separate policy and should be considered alongside this policy. **(Please see Staff Code of Conduct)**
- d. The school's Code of Conduct for staff and volunteers is made freely available to staff, visitors, contractors, pupils, parents and carers on the school website and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate. Keeping Children Safe in Education, Sept 2023 states that schools must have a staff Code of Conduct.
- e. Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the school code of conduct and this policy.
- f. All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.
- g. The usage of all electronic provisions, including online storage, set up by the school are monitored. All access rights are terminated upon the cessation of relevant employment contract.

22. Whistleblowing

- a. Governing boards, proprietors and school leaders will ensure that all staff know how to make a complaint and understand policies on whistleblowing (set out in Part 4 of Keeping Children Safe in Education 2023)
- b. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- c. All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, particularly any inappropriate behaviour of a colleague towards a pupil or a worry that a safeguarding concern about a child is not being progressed as it should, and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistle Blowing Policy which should be viewed alongside this policy **(see Whistleblowing policy)**.
- d. Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors.
- e. Where a staff member feels unable to raise an issue with their employer or feel their genuine concerns are not being addressed, other whistleblowing channels may be open to them.
- f. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. **Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.**

23. Radicalisation and Extremism

- a. The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- b. The school seeks to protect children and young people against the messages of all violent extremism and are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- c. Staff will be made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation. The school will undertake a risk assessment of the likelihood of its pupils being drawn into radicalisation or extremism.
- d. Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the school's child protection and safeguarding procedures as outlined in 8.2. **(Further information on the 'Prevent Duty' and schools responsibilities, including the Referral Pathway can be found in Appendix 2).**

24. Allegations against staff, volunteers and the Headmaster

- a. It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- b. The Governing Board ensures there are procedures in place to handle allegations that meet the harm threshold against teachers, the headmaster, volunteers and other staff. The procedures should also include information on responding to allegations relating to incidents occurring when an individual or organisation uses the school's premises.
- c. The procedure to be followed in the event of an allegation being made against a member of staff is set out in the Pan Berkshire LSCB Child Protection Procedures. A copy of which is available on the desktop of all staff computers and by following this link: **Berks CP Procedures online**. Further guidance can be found in Part Four of KCSIE, Sept 2023.
- d. Any allegation made against a member of staff, the DSL, supply staff, contractors, a volunteer or any other adult working in the school must be reported to the headteacher, or in his absence the chair of governors, or safeguarding governor. For supply staff and contractors, the agency/employment business must be kept fully involved. For external hirers and commercial organisations using school facilities, the school will seek assurances that the organisation has appropriate safeguarding measures in place. In the event of a disclosure or incident whilst using school facilities, the nominated individual on behalf of the hiring organisation should liaise with the school's DSL or DDSL on safeguarding matters where appropriate. The Headteacher or chair of governors will, in the first instance, contact CAAS in order to liaise with the Local Authority Designated Safeguarding Lead (LADO) immediately and within one working day. Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Headteacher, the Chair of Governors will take this action, without informing the headteacher. Where the member of staff against whom the allegation has been made is in boarding accommodation, alternative arrangements will be made pending investigation by the LADO.
- e. For all allegations, other than those found to be malicious or false, the following information must be kept on the file of the person accused:
 - A clear and comprehensive summary of the allegation
 - Details of how the allegation was followed up and resolved
 - A note of any action taken, and decisions reached and whether the outcome was substantiated, unsubstantiated or unfounded.
 - A copy provided to the person concerned, where agreed by Children's social care or the Police.
 - A declaration on whether the information will be referred to in any future reference.

- f. If, for any reason, it is decided by the LADO that an Allegations Against Staff Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

Under no circumstances would the school investigate any allegations before referring to the LADO.

- g. Staff and volunteers, as part of their induction, are provided with a guide for staff faced with an allegation of abuse.
- h. The Governing Board will ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence**
- i. Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in *Teacher misconduct: the prohibition of teachers* (October 2015). Further guidance is published on the TRA website.
- j. Governing bodies and proprietors should also ensure that there are procedures in place to handle allegations against other children.

25. Low Level Concern Policy

A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, taking photographs of children on their mobile phone contrary to school policy, humiliating children, engaging with a child in 1:1 situation in a secluded area or behind a closed door).

The notification and prompt and appropriate handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff. The School's Staff Code of Conduct can be found on the website and hard copies can be requested from the Front Office. The aim of the Policy is to provide clear guidance about the standards of appropriate

behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within the Policy at all times.

Staff must share all concerns with the Head without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner (**see appendix 12**). Where a low-level concern is raised about the Head, it should be referred to the Chair of Governors.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Head will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The School will address unprofessional behaviour at an early stage and will support the individual to correct it. All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for as long as any living victim may bring a claim (NB civil claim limitation periods can be set aside in cases of abuse) or until the individual has left employment, whichever is longer.

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the designated officer.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

26. Boarding Schools, Residential Special School and children's homes

- **Boarding schools, residential special schools and children's homes** have additional factors to consider with regards to safeguarding. Schools and colleges that provide such residential accommodation and/or are registered as children's homes should be alert to inappropriate pupil relationships and the potential for child-on-child abuse, particularly in schools and colleges with a significant gender imbalance. Further details can be found at section five of KCSIE **2023**.
- **Summer Lets.** The school gains assurance, if they let their premises to others, that any other body using their premises has safeguarding procedures in place.

27. Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that **everyone** in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the

Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Equality and Diversity

At Elstree we value diversity. Diversity is a strength, and we promote inclusive behaviours and respect for all people and groups. All our staff acknowledges the need to treat everyone equally, as outlined in the Human Rights Act 1998 & the Equality Act 2010. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.

This means we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Additional information can be found at:

- The Human Rights Act 1998
<https://www.legislation.gov.uk/ukpga/1998/42/contents>
- Equality Act 2010
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Equality Policy

Children who identify as being LGBTQ+

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that at Elstree we endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse

28. Safer Recruitment

a. Staff and Volunteers

Elstree School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at Elstree School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, DBS, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for

the role. As part of the shortlisting process schools and colleges should consider conducting an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened and are publicly available online, which the school or college might want to explore with the applicant at interview.

Full details of the Elstree School's safer recruitment procedures for checking the suitability of staff, and volunteers to work with children and young people is set out in the School's Recruitment and Selection Policy

b. Visiting Speakers

Elstree School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's **Visiting Speaker Policy**.

c. Volunteers and Governors

Volunteers, including governors, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. In addition, visiting speakers are checked prior to arrival as suitable and supervised at all times. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

d. Contractors and other Visitors

Elstree School checks the identity of all contractors working on site and requests appropriate checks as required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Visitors to the school, including contractors are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in but are allowed to move around site at the Headmaster's discretion. All visitors are expected to observe the school's safeguarding and health and safety regulations.

29. Looked After Children (LAC)

- a. Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- b. All staff should have an awareness of issues around safeguarding looked-after children as the most common reason for children becoming looked-after is as a result of abuse and/or neglect. Governing boards and proprietors should ensure that a member of staff is appointed to promote the educational achievement and welfare of looked-after children, and they must be trained to have the skills and knowledge necessary to keep looked-after children safe. Mrs Bond, Head of Pre-Prep is the **designated teacher in charge of Looked After Children**.
- c. The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.
- d. In particular, they should also ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child.

30. Children with special education needs and disabilities

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with special educational needs and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- These children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- Children may also have difficulties with cognitive understanding (being unable to understand the difference between fact and fiction in online content and repeating the content/behaviours in school).

31. Inspections

- a. The Independent Schools Inspectorate will also report on safeguarding arrangements and have published frameworks which inform how they inspect the independent schools that are not inspected by Ofsted. We are inspected by The Independent Schools Inspectorate.

APPENDIX I –SIGNS AND TYPES OF ABUSE

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment).

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as peer on peer abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the *SVSH* advice.

Child-on-child sexual violence and/or harassment: Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the *SVSH* advice.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance a "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via peer on peer abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young

person (male or female) under the age of 18 years (including 16- and 17-year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Intra and Extra Familial Harm

Intra-familial harm refers to child sexual abuse that occurs within a family environment. Sexual abuse involving child siblings is thought to be the most common form of intra-familial child sexual abuse. Sibling abuse has the potential to be every bit as harmful as sexual abuse by a parent and can have both short and long-term consequences for a child's physical and mental health. However, perpetrators may or may not be related to the child. The key consideration is whether the abuser feels like family from the child's point of view.

Extra-familial harm is defined as risks to the welfare of a child that arises within the community or peer group, and this could include CSE and CCE.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends,
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled "*Child sexual exploitation: guide for practitioners*".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late,
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse. Children who have been exploited will need additional support to help maintain them in education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- who go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (June 2021)*"

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy (see **Pupils Mental Health and Wellbeing Policy**).

The DfE has published advice and guidance on *Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.

So called 'honour based' abuse: 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.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.¹⁷⁹ If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School's local safeguarding procedures

Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.]

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.¹⁸¹ Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding

children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmua@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is 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. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionately impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Domestic abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months. Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Children who go missing from school: A child going missing from School is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. Staff must follow the School's procedures for dealing with children who go missing, particularly persistently.¹⁹¹ The School's procedure for dealing with children who go missing can be found in the School's Missing Pupil Procedure. All unexplained absences will be followed up in accordance with the Procedure. The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education;
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. The School's policy supports identification of abuse and provides preventative measures against the risk of the child going missing in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

Children Absent from Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a child who is looked after), where being absent from education may increase known safeguarding risks within the family

or in the community. Further information and support, includes:

- Guidance on school attendance Working together to improve school attendance including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: Children Missing Education.
- further information for colleges providing education for a child of compulsory school age can be found in: Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges.
- general information and advice for schools and colleges can be found in the Government's Missing Children and Adults Strategy

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires Elstree School to have an admission register and an attendance register. All pupils must be placed on both registers.

Where a parent/carer has expressed their intention to remove a child from Elstree with a view to educating at home, the Local Authority, Elstree and other key professionals should work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides

information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Staff at Elstree may also follow and access the following resources:

- Child Exploitation and Online Protection command: is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk The helpline provides expert advice and support for school staff and will be especially useful for the DSL (and their deputies)
- Support from specialist sexual violence sector organisations such as Rape Crisis or The Survivors Trust
- The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying. Online: Schools should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:
- The UK Safer Internet Centre provides an Homepage - UK Safer Internet Centre for professionals at 0344 381 4772. The helpline provides expert advice and support for school and college staff with regard to online safety issues
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.
- Public Health England: Rise Above Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

Signs of Abuse

General signs of abuse Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below. Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

Middle childhood

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children. School age (5 to 16 years)
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

Adolescence

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for PE etc.

Physical abuse

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused.

This may include:

Bruising

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks. Burns or scalds
- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks. Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury. Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

There are other signs and indicators of abuse that are age specific.

Infancy to pre-school

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

Sexual abuse

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children Infancy to pre-school

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (aged 10 to 12 years)

- Kisses, hugs, and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.

- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

Adolescents (aged 13 to 16 years)

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

Infancy to pre-school

- Talking about sexual acts or using sexually explicit language.
- Having sexual contact with other children.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Middle childhood

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Adolescence

- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.
- Sexually transmitted diseases.

Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin. Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected.

The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured. There are other signs and indicators of neglect that are age-specific.

Infancy to pre-school

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

Middle childhood

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Adolescence

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Infancy to pre-school

- Over-affectionate towards strangers or people they haven't known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

Middle childhood

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.

References:

Daniel, B. et al (2011) Recognizing and helping the neglected child: evidence-based practice for assessment and intervention. London: Jessica Kingsley.

Rees, G. et al (2011) Adolescent neglect: research, policy and practice. London: Jessica Kingsley.

Appendix 2

Prevent Radicalisation Policy

I. Introduction

This 'Prevent Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Preventing Radicalisation

Protecting children from the risk of radicalisation is seen as part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme – they have been trained in this area of safeguarding.

Prevent

From 1 July 2015 all schools and all colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". For full details please refer to the Prevent duty.

Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). There is separate guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. "to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of The Statutory Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). Please refer to this document for further guidance on the following four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Schools should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Partnership. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

2. Ethos

At Elstree we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

3. Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2023)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2018)
- Non-statutory Guidance
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Related Policies

- Acceptable Use (ICT) Policy
- Behaviour Policy
- Child Protection and Safeguarding Children Policy
- Personal, Social, Health and Economic Education (PSHE) Policy (and RSE)
- Spiritual, Moral, Social, Cultural (SMSC)
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing Policy
- Recruitment, Selection and Disclosure Policy
- Visiting Speaker Policy

4. Definitions

Extremism is defined in the 2011 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. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

5. Roles and responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the headmaster and other staff about issues to do with protecting children from radicalisation.

Role of Designated Safeguarding Lead

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation
- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters
- Role of staff
- It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

6. Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

At Elstree, children are given the opportunity to explore a wide variety of topics within their Religious Studies, including: world religions, biblical scripture, contemporary issues, significant people, current affairs and moral dilemmas. We consider Religious Studies to be a key part of each child's education and try to gradually go deeper into the issues relating to religious belief and ethics in a way that is applicable to the age, stage and personal beliefs of the pupils. Of course, we are also keen to stretch pupils and encourage them to look further down the track to help them tackle some of the harder questions that they will face in life – perhaps around morals, ethics, and religious beliefs.

Elstree has an open approach to religious education and promotes a forum for discussion within the teaching of the subject, in a way that is attractive to pupils of all cultural backgrounds. The school is supportive to those of all religious faiths.

Our school values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

7. Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. We also filter out social media, such as Facebook. Searches and web addresses are monitored and the Head of Digital Strategy or IT technician will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

Children are not allowed to use mobile phones on the school site except at certain times within the Boarding House. We are aware that children and young people might have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

We hold regular forums with parents and discuss best practice for the internet in and out of school. i.e. 'e-Safety talks' by Karl Hopwood

The school's Acceptable Use of ICT Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP regularly to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

8. Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present. Their presentation may be checked in advance.

Staff must not invite speakers into school without first obtaining permission from the headmaster/Deputy Head.

9. Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others

- verbalising anti-Western or anti-British views
- advocating violence towards others

10. Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to the appropriate body.

i. Helpline Preventing extremism in schools and children's services

If you are concerned about extremism in school or organisation that works with children or if you think a child might be at risk of extremism, please contact the national helpline (see below).

Email: counter.extremism@education.gsi.gov.uk

Telephone 020 7340 7264

12. Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at [Channel guidance](#) and an e-learning channel awareness programme for staff is available at: [Channel General Awareness](#).

13. British values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values. To find guidance on British values within schools visit: <https://www.gov.uk/government/publications/promoting-fundamentalbritish-values-through-smsc>

PREVENT REFERRAL PATHWAY

WEST BERKSHIRE



Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Prevent is about safeguarding children, adults and communities and providing early intervention to protect and divert people away from being drawn into terrorist activity.

It is important to remember that safeguarding vulnerable people from radicalisation is no different to safeguarding them from other forms of potential harm.

Useful Links and Resources:

Let's Talk About It – working together to prevent terrorism (<https://www.ltai.info>)

Educate Against Hate – (<https://educateagainsthate.com>)

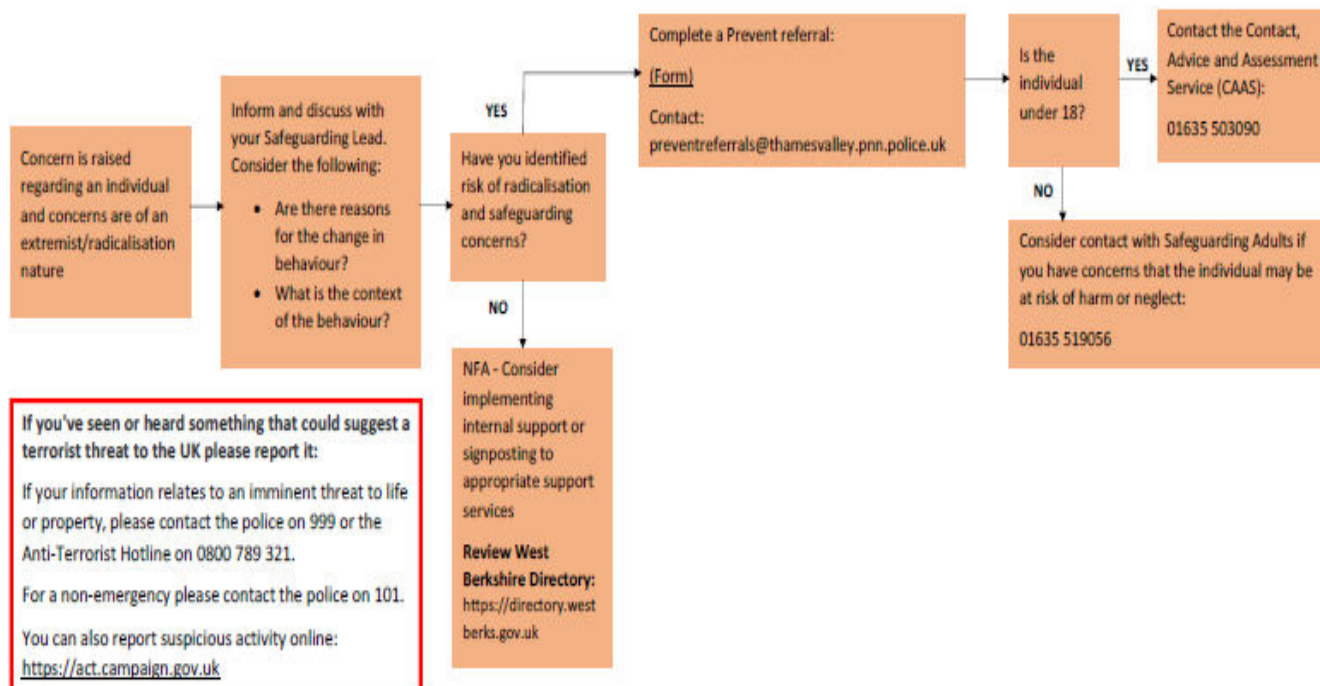
Counter Terrorism Policing – (<https://www.counterterrorism.police.uk>)

Training:

Prevent Awareness (free) - <https://www.elearning.prevent.homeoffice.gov.uk>

Channel Awareness (free) - <https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Prevent Referrals (free) - <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>



14. Appendix 3 – Pre-Prep (Home Farm) and EYFS intimate care and continence

There may be some children who, for a variety of reasons, are not fully continent when they join Pre-Prep (Home Farm). In accordance with the Statutory Framework for the Early Years Foundation Stage 2014, we have a duty to be inclusive and ‘.... must consider the individual needs, interest and stage of development of each child...’ (Statutory Framework for the EYFS section 1.6)

Intimate care covers any tasks that involve dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or pull-ups or carrying out a procedure that requires direct or indirect contact to an intimate personal area. When intimate care is given, the member of staff will make other staff aware that the tasks are being undertaken. Staff will encourage children to do as much for themselves as they can. Any soiled nappies are wrapped and placed in the nappy bin. Soiled clothing is placed in a plastic bag and returned home to be cleaned.


Staff at Pre-Prep (Home Farm) work in partnership with parents or carers to provide care appropriate to the needs of each individual child.

The normal process of assisting with personal care, eg changing a nappy or helping a child after an accident, should not raise child protection concerns. There are no regulations that state that a second member of staff must be available to supervise the process to ensure that abuse does not take place. All staff are DBS checked.

A.B. 1st September 2022

Appendix 4a

Safeguarding guidance for all adults and visitors

CHILD PROTECTION	CHILD PROTECTION CONTACTS	
<p>Adults working around young people and children or working with them must be aware of the risk of abuse by adults or other young people. At Elstree School we believe that all pupils have the right to be safeguarded from harm and exploitation regardless of:</p> <ul style="list-style-type: none"> • Race • Religion, • Preferred language or ethnicity • Age • Gender • Sexuality • Disability <p>If you have concerns about a young person's safety during the course of your visit to Elstree School:</p> <ol style="list-style-type: none"> 1. Immediately inform a member of the Elstree or Pre Prep Staff who will pass any concerns onto the Designated Safeguarding Lead. 2. Write careful notes about what you have heard, witnessed or have been told. Sign, time and date all notes. <p>If you suspect abuse, a young person confides in you, or a complaint is made to you about any adult or about yourself, it is your duty to report the concern.</p> <p><small>Updated August 2022</small></p>	<p>DEPUTY DESIGNATED SAFEGUARDING LEADS:</p> <p>Mrs S Attwood (Head of Learning Development) 0118 971 0612 sattwood@elstreeschool.org.uk</p> <p>A.C.T. Inglis Esq. (Headmaster) 0118 971 3302 0118 971 0645 (out of hours) singlis@elstreeschool.org.uk</p> <p>Mrs R. Pither (Head of H.R.) 0118 971 0604 rpither@elstreeschool.org.uk</p> <p>Mrs A. Bond (Pre-Prep) 0118 971 3296 aholifield@elstreeschool.org.uk</p> <p>Contact, Advice and Assessment Service (CAAS) (Tel): 01635 503190 Email: child@westberks.gov.uk</p>	 <p>Elstree School</p> <p>SAFEGUARDING CHILDREN</p> <p>GUIDANCE FOR ADULTS VISITING OR WORKING AT ELSTREE SCHOOL</p>
<p>CHILD PROTECTION CONTACTS</p> <p>DESIGNATED SAFEGUARDING LEAD:</p> <p>Mr T Wyatt (Head of History) 0118 971 3302 (vis School Office) 07887 990178 (out of Hours) twyatt@elstreeschool.org.uk</p>		

OUR COMMITMENT TO SAFEGUARDING	DON'T...	DO...
<p>Adults visiting or working on the Elstree School grounds play an important part in the life of the School, whether helping to maintain the magnificent buildings or visiting as a lecturer or guest speaker.</p> <p>We all have a responsibility to keep the young people in the School safe whilst working in or visiting the School, whether you are directly employed by the School, a guest or a contractor or subcontractor.</p> <p>It is important that we also take steps to keep ourselves safe. Our actions can sometimes be perceived in a way that may not be intended. The School wants to promote safe working practices for everyone on the School site, whatever your job or reason to be here.</p> <p>To keep yourself safe from possible allegations, please follow this advice.</p>	<ul style="list-style-type: none"> • Instigate verbal or physical contact with pupils (this applies both on and off the grounds) unless it is appropriate and a part of an agreed reason for your visit • Respond to verbal or physical contact from pupils. If this occurs, or you have any other concerns about pupil behaviour then report it immediately to the member of staff at Elstree School who is responsible for your visit (Headmaster, Head's PA, Housemaster or Bursar). • Give personal information to any pupil - for example your name, address, telephone or mobile phone number or an email address. • Accept or respond to a pupil attempting to give you personal information - for example their name, address, telephone or mobile phone number or email address. • Accept poor manners or rudeness in any form from a pupil. Do not respond yourself, but report it immediately to a member of the Elstree School staff. 	<ul style="list-style-type: none"> • Be aware that verbal interaction with pupils may be interpreted by them as being offensive or inappropriate, even if this was not your intention. • Report any unacceptable behaviour from a pupil. • Be aware that contact made outside of the Elstree School grounds with a pupil may also be considered inappropriate by that individual and could lead to your interaction being misinterpreted.

Appendix 4b

Safeguarding guidance for all staff and volunteers.

WHAT HAPPENS IF ?

If a young person tells you about abuse by someone else or if you have a concern about a young person's safety or well-being:

1. Allow the young person to speak without interruption, accepting what is said.
2. Offer immediate understanding and reassurance whilst passing no judgement.
3. Advise that you will try to offer support but you must pass the information on.
4. Immediately tell the DSL or deputy.
5. Write careful notes of what was said / what you witnessed / heard or were told. Please use CP concern sheet (where possible).
6. Sign, date and pass your notes onto the DSL or Deputy.
7. Try to ensure that no one is placed in a position which could cause further compromise.

You must refer; you must not investigate.

Note: Any adult at Elstree School has the right to report any concerns, or suspicions about another member in confidence and free from harassment (see whistle-blowing policy).

Updated August 2022

CHILD PROTECTION CONTACTS

If you are in any doubt about policy or procedure please contact:

DEPUTY DESIGNATED SAFEGUARDING LEADS:


Mrs S Attwood (Head of Learning Development)
0118 971 0612
0118 971 4680 (Out of hours)
sattwood@elstreeschool.org.uk

A.C.T. Inglis Esq. (Headmaster)
0118 971 3302
0118 971 0645 (out of hours)
singlis@elstreeschool.org.uk

Mrs R. Pither (Head of H.R.)
0118 971 0604
rpither@elstreeschool.org.uk

Mrs A. Bond (Pre-Prep)
0118 971 3296
aholifield@elstreeschool.org.uk

Contact, Advice and Assessment Service (CAAS)
(Tel) 01635 503190
Email: child@westberks.gov.uk



Elstree School

SAFEGUARDING CHILDREN

GUIDANCE FOR ADULTS WORKING AT ELSTREE SCHOOL

It is the policy of Elstree School to safeguard the welfare of our children in the school by protecting them from abuse and by ensuring all staff are aware of how to report concerns.

This guidance applies to all adults who come into contact with, work alongside or supervise young people in the workplace.

CODE OF BEHAVIOUR

Do put this code into practice

Do set an example you would wish others to follow

Do treat everyone with dignity and respect

Do treat all young people equally – show no favouritism

Do ensure that if you are in a one-on-one situation with a young person that the door is either open or contains a glass panel and that another adult is aware of your meeting / lesson.

Do respect a young person's right to personal privacy.

Do allow young people to talk about any allegations and concerns that they may have and refer immediately.

Do encourage others to challenge attitudes / behaviours that they do not like.

Do avoid being drawn into inappropriate attention seeking behaviour e.g. tantrums and crushes and report any concerns as soon as possible.

Do remember this code even at sensitive moments. E.g. when responding to bullying, bereavement and abuse.

Do remember that someone else may misinterpret your actions however well-intentioned they may be.

DO

Do ensure your appearance is always appropriately professional. Dress which might be deemed to be offensive, distracting, revealing or provocative must be avoided.

Do take note that there does need to be an appropriate level of supervision to safeguard young people in changing rooms and in the dormitories. However this supervision must be appropriate to the needs and age of the young people concerned.

Do ensure that if you need to have appropriate physical contact with a child that you ask their permission first. E.g. First Aid, PE / Music / Drama / comforting a distressed child / demonstrating use of equipment.

Do remember any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed.

Do ensure that you don't hit, grab, slap or push a child.

DO NOT

Do not trivialise abuse.

Do not let allegations, suspicions or concerns about abuse go unreported.

Do not permit abusive peer activities e.g. initiation ceremonies, bullying.

Do not play physical contact games with young people.

Do not act in anger or malice or make suggestive remarks or threats to a young person even in jest.

Do not use inappropriate language – writing, phoning, email or internet.

Do not make inappropriate disclosures about your private life to children or give our personal details such as phone numbers, postal /email addresses, etc. or engage in social media (Facebook, Snapchat, Instagram, Twitter).

Do not arrange meetings out of school or visit a young person's home without permission from the Headmaster.

Do not convey a child in a car unless parental/ Headmaster's permission has been given.

Do not develop sexual relationships with pupils. If you are in a position of trust and develop a sexual relationship with a young learner under the age of 18 it may constitute a criminal offence under the Sexual Offences Act.

Do not rely on your good name to protect you.

Do not disclose personal information about a child unless where permitted by law.

Appendix 5

SAFEGUARDING CHILDREN INDUCTION PROCEDURES at Elstree School



Policy Sign Off Sheet

All adults working in Elstree School should know the name of the School's Designated Safeguarding Lead and know and follow relevant safeguarding and child protection policy and procedures. All staff have a duty to report any child protection concerns to the Designated Safeguarding Lead.

I acknowledge receipt of a copy of:

- Keeping Children Safe in Education: Information for School and College Staff Part One (September 2023)
- Elstree School's Safeguarding and Prevent Policy (September 2022)
- Safeguarding Children Leaflet for Staff (September 2022)
- Anti-bullying Policy (October 2022)
- Cyber Bullying Policy (December 2022)
- Pupils Mental Health and Wellbeing Policy (November 2022)
- Acceptable Use Policy for ICT (September 2022)
- IT Policy (November 2022)
- Promoting Positive Behaviour (September 2022)
- Missing Child Policy (November 2022)
- Recruitment, Selection and Disclosures Policy and Procedures (November 2022)
- Whistleblowing Policy (March 2022)
- Staff Code of Conduct (September 2022)
- Equality Policy (May 2022)

I confirm that I have read their contents, understood them and will abide by them. I understand my commitment to the protection and safeguarding of children at Elstree School as detailed in the paragraph above.

I will attend Child Protection Training as required by Elstree School.

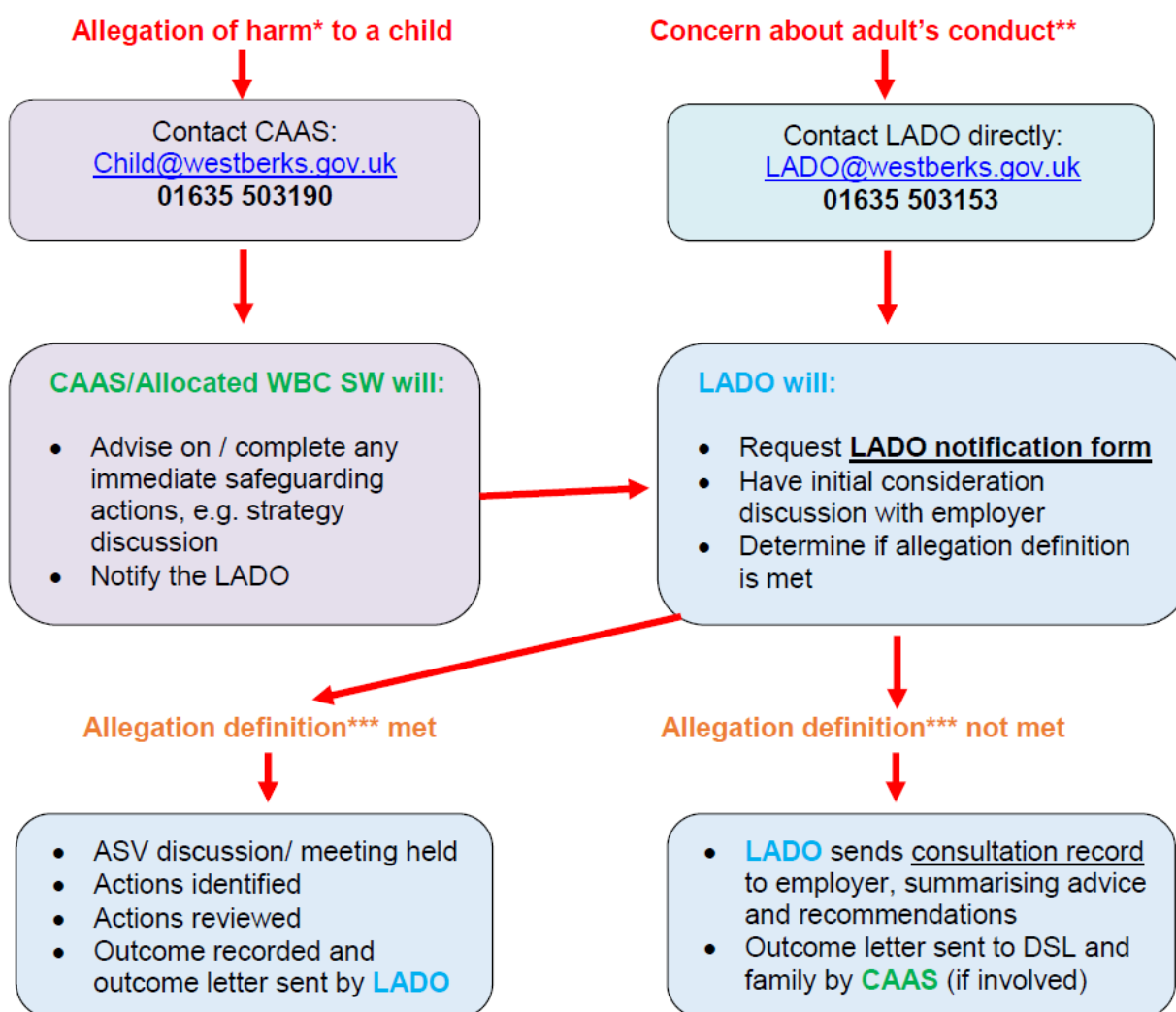
Printed name:

Signed:

Date:



**Designated Officer (LADO) Notification Process –
Allegations against Staff / Volunteers (ASV)**



Out of hours allegations/concerns:

Contact Emergency Duty Service (EDS) – 01344 786 543

Appendix 8

Role of the Designated Safeguarding Lead, (Keeping Children Safe in Education, 2023. Annex C)

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring processes in place). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads. It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability During term time. The designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; This should include being aware of the requirement for children to have an Appropriate Adult present when they are being questioned. This person will be able to support, advise and assist the young person. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;

- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college

This includes: to ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and, or support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;

- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.
- ensure that staff are aware of the PACE Code C. This should include being aware of the requirement for children to have an Appropriate Adult present when they are being questioned. This person will be able to support, advise and assist the young person. Further information can be found in the Statutory guidance - PACE Code C 2019.

Training, knowledge and skills The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- ensure staff always manage a disclosure sensitively and be mindful that some children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. We recognise that it is important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

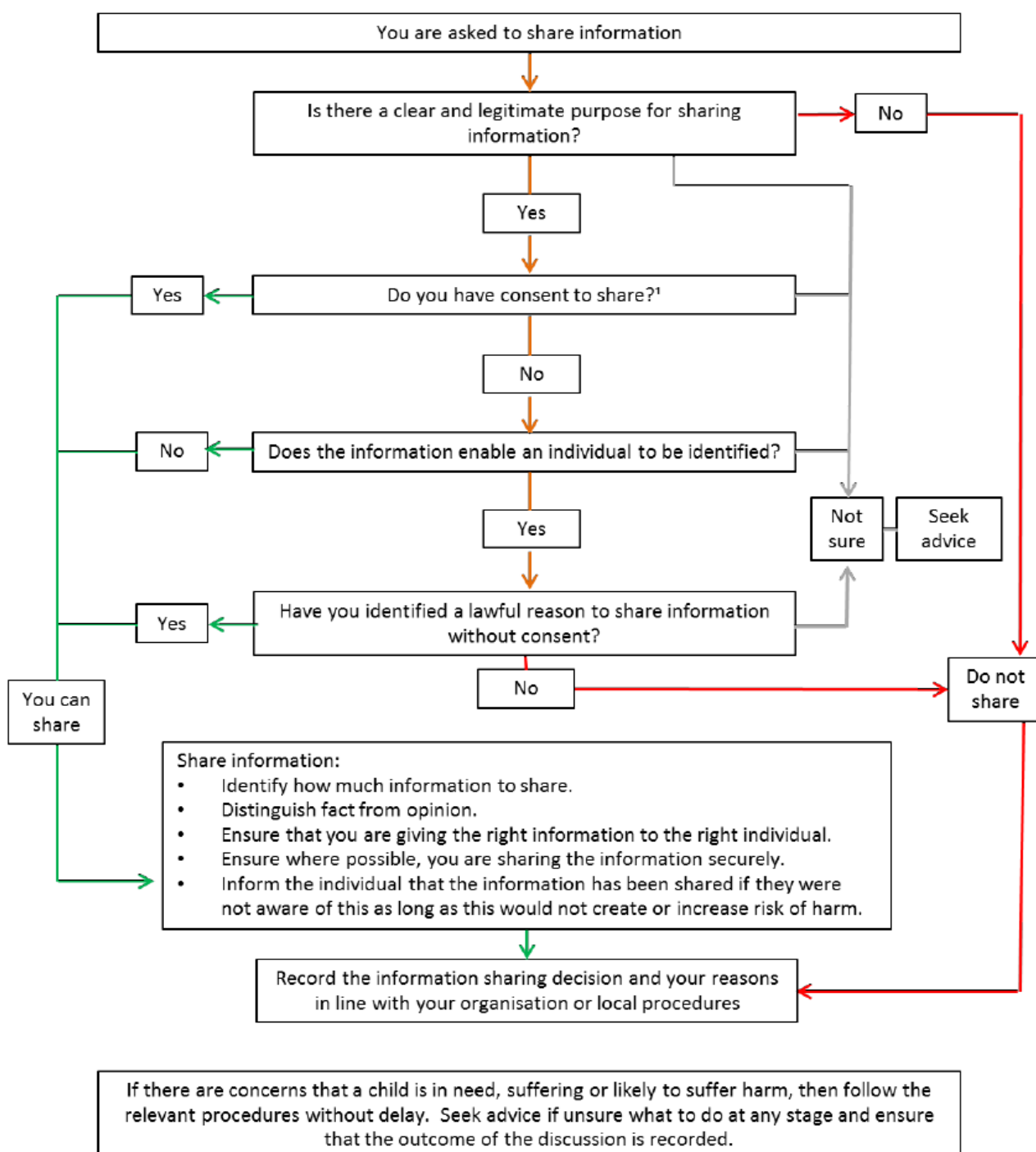
Understanding the views of children It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Flowchart of when and how to share information



1. Consent must be unambiguous, freely given and may be withdrawn at any time

APPENDIX 10

National and Local Government Guidance can be found by entering the headings below into your usual search engine

The Government Website www.gov.uk provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:-

- **Keeping Children Safe in Education – Sept 2023**
Keeping children safe in education 2022 - GOV.UK
- **Working Together to Safeguard Children - July 2018**
Working together to safeguard children
- **What to do if you're worried a child is being abused**
What to do if you're worried a child is being abused
- **The Education Inspection Framework**
The Education Inspection The Education Inspection framework
- **Safeguarding children and young people and young vulnerable adults**
Ofsted safeguarding policy
- **Section 11 of the Children Act 2004**
The Children Act 2004
- **Section 175 of The Education Act 2011**
The Education Act 2011
- **Education and Training (Welfare of Children) Act 2021**
Education and Training (Welfare of Children) Act 2021
- **Criminal Exploitation**
Criminal Exploitation of Children and Vulnerable Adults
- **Serious Violence**
Preventing youth violence and gang involvement
- **Schools transgender guidance**
<http://www.westberkseducation.co.uk/Article/53523>
- **GDPR**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf

- **NSPCC helpline to support victims of sexual harassment and abuse in education settings**
0800 136 663

Guidance - Employing a Private Tutor

Education Welfare Service

Does West Berkshire Council hold a list of approved private tutors?

West Berkshire Council does not keep a list of approved private tutors. You, as a parent/carer, are responsible for choosing and paying for private tuition.

Are private tutors regulated by Ofsted, the Department of Education or West Berkshire Council?

- Tutors are not required to be registered or approved by any statutory organisation
- A tutor does not have to be a qualified teacher
- Any person can work as a tutor

Can my child's school help?

Your child's school is often the best place to start. Share your concerns about your child's progress; staff may not be aware of your worries. They will already have a good knowledge of your child and his or her individual learning needs and abilities. They may be able to offer additional support to your child as part of the teaching they provide in school.

School may know of teaching staff that may be able to tutor your child at home on a privately paid basis. All teaching staff employed in maintained schools will have been checked to make sure they are suitable and qualified to work with children.

Whatever you arrange for your child, it is helpful to tell their school of your plans so that you can work together to support your child in their learning.

How do I find a private tutor?

You could find a tutor by:

- Contacting tutoring agencies who employ tutors and advertise in the local press and internet
- Looking for adverts for private tutors in the local press and internet
- Asking for recommendations from other parents

Whatever option you chose, you should ensure that you are satisfied that the tutor in question is qualified to teach and is safe to work with children. You should not rely on any other agency or body to decide whether a tutor is suitable for your child.



When choosing a tutor how can I be sure that he or she is properly qualified and does not pose a risk to my child?

You will be employing the tutor. All employers need to ensure staff working with children are properly qualified and do not pose a risk to children, you should therefore:

- Interview prospective tutors
- Ask to see qualification certificates and professional references
- Contact referees to check references are real
- Ask to see a CV and question any gaps in employment
- If the tutor works in a school ask for a reference from the Headteacher
- Take your child to meet with the tutor as this will help you decide if he or she is the right tutor for your child
- Be clear about methods of communication with your child. All correspondence should come to you; tutors should never text or email your child directly

Some tutors may have an enhanced Disclosure and Barring Service (DBS) check for other work they do. You should ask to see a copy of the disclosure certificate. It is for the individual tutor to agree that you can see their DBS certificate.

It is up to you as a parent/carer to decide whether it is too risky to your child to employ a private tutor without a DBS check.

When I have found a suitable tutor, where should tuition take place?

Tuition is best undertaken in a quiet place, which is well-organised and suitable for study, away from the distractions of mobile phones, television or radio. A bedroom is never appropriate even if it contains a study area.

It is essential that you, or another trusted adult, remain on the premises; it is important

that you are able to go into the teaching area and can watch and listen if you wish. Doors can be kept partially open to allow both an undisturbed learning environment and your supervision.

Any tutor who is mindful and aware of current expectations of professional staff should have no objection and is likely to offer the arrangement without your suggestion.

What should I do if my child tells me something inappropriate has happened or I find the tutor behaving inappropriately with my child?

Any adult who behaves in an inappropriate or abusive manner with a child must be reported to Children's Services. If your child tells you of inappropriate behaviour you must listen to your child and reassure them. However embarrassed or uncomfortable you feel about what your child tells you, or what you find, you must put the welfare of your child first. In such circumstances you should ensure that the individual is dismissed immediately from the position of private tutor to your child and you must also inform either the Police or West Berkshire **Contact, Advice and Assessment Service (CAAS) on 01635 503090**, who will make enquiries into the matter jointly with the police and where appropriate, the Education Service.

CONCLUSION

As a parent you will wish to be satisfied that you are employing a tutor who is properly qualified and who can be relied upon to cause no harm to your child.

- Ask for evidence of qualifications, references and DBS check
- Always ensure you or another trusted adult remain on the premises
- **DO NOT** delay in reporting abusive or inappropriate behaviour to the relevant authorities and in such circumstances do not be afraid to dismiss the individual from your employ

If you have any reservations about recruiting a particular individual – DON'T!