



Long Lane Primary School

Child Protection and Safeguarding Policy for Long Lane Primary School

Date	Description
28 th September 2016	Agreed by Full Governing Board

Review Schedule	Annually
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1. Key Contacts

Key Contact list for Safeguarding in Long Lane Primary School

	Name	Telephone contact	Email
Designated Person	Peter Thorne	0118 942 7187	headteacher@longlane.w-berks.sch.uk
Deputy Designated Person	Katie Ayres	0118 942 7187	kayres@longlane.w-berks.sch.uk
Safeguarding Governor	Simon Hunt	0118 942 7187	shunt@longlane.w-berks.sch.uk

Key Contacts within the Local Authority

Berkshire LSCB Procedures: http://berks.proceduresonline.com/chapters/p_app_three.html

	Name	Address	Telephone contact	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only contact number: 01635 503190 Parents only Contact number: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	child@westberks.gov.uk
Prevent Officer Thames Valley Police	Jo Physick	Reading Police Station Castle Street Reading RG1 7TH	01189 536349 07768 711826	jo.physick@thamesvalley.pnn.police.uk
Principal Education Psychologist and PREVENT Lead, Education	Cathy Burnham	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519014	cburnham@westberks.gov.uk
Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, Local Authority	Karen Pottinger	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading	01635 503190	kpottinger@westberks.gov.uk

Designated Officer for Schools (LADO Schools), Principal Education Welfare Officer (PEWO) Contact can be made via CAAS		Berkshire RG31 4UH		
Education Welfare & Safeguarding Officer	Wendy Lunt	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading Berkshire RG31 4UH	01189 167770	wlunt@westberks.gov.uk
Service Manager Children, Local Authority Designated Officer (LADO) Contact can be made via CAAS	Juliet Penley	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 503190	jpenley@westberks.gov.uk

2. Purpose

An effective whole-school child protection policy is one which provides clear direction to staff and others about 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 may be handled sensitively, professionally and in ways which support the needs of the child.

This policy links in with Berkshire Local Safeguarding Children Board child protection procedures. These procedures can be found by clicking on the following link <http://berks.proceduresonline.com/index.htm> and an icon is saved as on the Staff Shared Drive on all staff computers and laptops as stated in the document.

3. Introduction

- 3.1 Long Lane Primary 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, March 2015'
- 3.2 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 2015 Part 2 of "Keeping Children Safe in Education"- March 2015 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.
- 3.3 Section 11 of the Children's Act 2004 sets out the arrangements that Education services and schools must make to promote the welfare of and safeguard 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 2015).
- 3.4 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 2015) (Working Together March 2015).

- 3.5 There are five main elements to this child protection and safeguarding policy;
- a) Ensuring we practice Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.
 - b) Establishing a safe environment in which children can learn and develop. This can be achieved by the creating of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
 - c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.
 - d) Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and offering support to students who may be at risk of, or vulnerable to, violent and non-violent extremist or terrorist narratives
 - e) Support to pupils who may have been abused.
- 3.6 This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to Long Lane Primary School.
- 3.7 This school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

4. Terminology

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, An Interagency Guide to Safeguard and Promote the Welfare of Children 2015) 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 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, April 2015.

Working Together to Safeguard Children, March 2015 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.

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’.

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.

Child refers to all young people who have not yet reached their 18th birthday.

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

Extremism refers to the Governments ‘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. 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 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.

5 School policy

- 5.1 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 and 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, March 2015).

5.2 This school will therefore:

- a) Ensure they have a Designated Person for Safeguarding, a Deputy Person for Safeguarding and a Safeguarding Governor.
- b) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
- d) Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical; Emotional; Sexual and Neglect. All staff then have a responsibility to take appropriate action, working with other services as needed.
- e) Ensure 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.
- f) Include in the curriculum activities and opportunities for Personal Health & Economic Education (PHSE), which equip pupils with the skills they need to stay safe from abuse and extremism through promoting fundamental British values.
- g) 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) Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- i) Ensure that the school contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children (March, 2015).' 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.
- j) Ensure the school practices safer recruitment by robustly checking the suitability of staff and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed.

6. Statutory Framework

6.1 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 (see Appendix 1)
- 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 (March 2015) (See Appendix 1)
- f) Keeping Children Safe in Education (April 2015) (See Appendix 1)
- g) Berkshire LSCB Child Protection Procedures
<http://berks.proceduresonline.com/index.htm>
- h) What To Do If You're Worried a Child Is Being Abused (see appendix 1)
- i) Prevent Within Schools, a toolkit for schools May 2015

Copies of the above can be accessed (*please state where they can be accessed in this school*). They can also be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk.

7. Roles and responsibility

- 7.1 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.
- 7.2 It is the role of the Designated Person 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), West Berkshire 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 the child resides out of the West Berkshire area it is the responsibility of the Designated Person to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If for any reason the Designated Person is unavailable, a Deputy Designated Person has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Person 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.
- 7.3 The Designated Person and the Headteacher provide an annual report for the governing body detailing any changes to the policy and procedures; 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 LSCB 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 West Berkshire Local Safeguarding Children Board.
- 7.4 The Lead Officer in Education for Safeguarding, Prevent Lead in Education and the Education Welfare & 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 Person (see section 9).
- 7.5 The Designated Person 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.

8. The Role of the Governing Body

- 8.1 Part 2 of Keeping Children Safe in Education (April 2015) sets out the responsibilities of governing bodies. The Governing Body are responsible for nominating a governor to take the lead in overseeing Safeguarding and Child Protection. The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that LSCB Guidelines are complied with and to support the school in this aspect.
- 8.2 The Governing Body will ensure that a senior member of staff of the school's leadership team is identified to take the role of Designated Person as defined in Keeping Children Safe 2015, and given in **Appendix 2** of this document. A second member of staff, the Deputy Designated Person, will fulfil this role when the DSL is unavailable.
- 8.3 The Governing Body are responsible for ensuring the school follows all of its procedures relating to safeguarding including safer recruitment, allegations management and whistle blowing (see sections 13, 15 & 16). The Governing Body is to remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body.
- 8.4 Governors must not be given details relating to individual Child Protection cases or situations to ensure confidentiality is not breached. Safeguarding will be discussed at all full governing body meetings and the Safeguarding Governor will use this as an opportunity to feed back any relevant information. Governor briefings on roles and responsibilities are provided.
- 8.5 The Governing body will ensure that the school develops effective links with relevant agencies and that the school co-operate as required with their enquiries regarding child protection matters, including:
- Attendance at case conferences
 - Notifying Social Care/CAAS immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
 - Contacting the child's social worker directly if there is an unexplained absence of a child who is Looked After.
- 8.6 The Governing Body will ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Berkshire Safeguarding Children Board.
- 8.7 The Governing Body will ensure that there are procedures in place to handle allegations of abuse against members of staff, volunteers and other children.
- 8.8 It will also be the role of the Governing Body to ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 8.9 Review this Child Protection and Safeguarding policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

9. Procedures

- 9.1 Staff are kept informed about child protection and Prevent responsibilities and procedures through induction, briefings and ongoing awareness training. 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 Person.
- 9.2 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 may have occurred **must** report it immediately to the Designated Person (see section 1) or in their absence, the Deputy Designated Person (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.
- 9.3 The Designated Person 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 Person 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).
- 9.4 The Designated Person or Deputy will follow the most up to date contact & referral procedures for West Berkshire's CAAS.
- 9.5 To decide whether a 'Contact' with CAAS is appropriate, the Designated Person (or Deputy) will telephone CAAS on the Dedicated Professionals number: 01635 503190.
- 9.6 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.
- 9.7 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.
- 9.8 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 Help for Families.
- 9.9 In cases where the child resides outside of West Berkshire the Designated Person will make themselves familiar with referral processes for the child protection team in the child's home authority.
- 9.10 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.

- 9.11 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. This policy will be made freely available to parents and carers on the school website and in hardcopy on request.

10. Training and support

- 10.1 The Headteacher 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. This training needs to be kept up to date by refresher training at three yearly intervals as set out in Working Together 2015. 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. Awareness training in West Berkshire is currently called Universal Safeguarding Training.
- 10.2 The Designated Person will ensure that all staff complete Universal Training and that this is refreshed every three years. Staff training records will be kept up to date to monitor this. Initial Universal Training will be completed by attending a Universal Training session delivered either by the local authority or school Designated Person (if appropriate training has been completed). After this, refresher training can be completed online using West Berkshire's online training provision.
- 10.3 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 Person and informed of the schools procedures in reporting concerns.
- 10.4 The Designated Person and any nominated Deputies will complete local authority Designated Person Training and this will be refreshed every two years. This will be recorded on staff training records and monitored by the Designated Person.
- 10.5 The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.
- 10.6 Where there are concerns and queries about child protection support will be available for all school staff from the Designated Person, and their Deputies. The Designated Person will seek support from the Headteacher, PREVENT Officer and appropriate local authority staff where needed.

11. Professional confidentiality

- 11.1 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 Training mentioned in section 7. 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, as where there is a child protection concern this must be reported to the Designated Person and may require further investigation by 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.

- 11.2 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 that they must maintain the confidentiality outlined in 8.1.

12. Records and Monitoring

- 12.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern 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.
- 12.2 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, and giving the date, time and location. All records will be dated and signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Person or appropriate authority.
- 12.3 These notes are kept in a confidential file, 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.
- 12.4 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 Person for Safeguarding.
- 12.5 The Designated Person will ensure that the school follows guidelines set out in the Records Management Toolkit for Schools, including maintaining pupil records. The record management toolkit can be accessed at <http://www.irms.org.uk/grkroups/public-sector/resources/134-records-management-toolkit-for-schools>.
- 12.6 The Designated Person will have oversight of the schools record management policy to ensure that issues around safeguarding records are addressed appropriately (A model record management policy can be found in the record keeping toolkit, the link for which can be found in point 12.5).

13. Attendance at child protection and safeguarding meetings

- 13.1 It is the responsibility of the Designated Person to ensure that the school is represented and a report is submitted to any child protection conference or Team Around the Child meeting called for children on their school roll or previously known to them. If the Designated Person 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 the school has.

- 13.2 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 Person 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 Person'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.
- 13.3 School will engage with CAAS, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings as appropriate. If the Designated Person is unable to represent the school, the Deputy Designated Person or in the absence of either of the above, the most senior member of staff will be asked to represent the school.

14. Pupils at risk

- 14.1 The school recognises the importance of identifying vulnerable pupils that may be at risk of abuse (Categories of Abuse – see Appendix 2), 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 a permanent state.
- 14.2 This school recognises the following as vulnerable groups (although not exclusively)
- Children with Special Educational Needs
 - Disabled children
 - Children with emotional/behavioural/attachment disorders
 - Children experiencing bereavement
 - Children at risk of exclusion
 - Children from Gypsy, Roma, Traveller communities
 - Looked after children and those subject to private fostering arrangements
 - Children missing education/ low attendance
 - Children dealing with issues around domestic abuse
 - Children affected by substance misuse (drugs, alcohol)
 - Children affected by mental health issues
 - Children at risk of exploitation, sexual exploitation and trafficking
 - Children at risk of honour based violence or forced marriage
 - Children affected by faith abuse
 - Children affected by gender based violence or violence against women and girls
 - Children affected by fabricated or induced illness
 - Girls at risk of female genital mutilation
 - Children at risk of being drawn into terrorism and radicalisation
 - Children with caring responsibilities or classified as a young carer
 - Children affected by issues around bullying
 - Children affected by crime
 - Children affected by gang activity
 - Children in receipt of FSM or PPG

- 14.3 As a school we will recognise vulnerable pupils and support them through:
- a) The curriculum to encourage self-esteem and self-motivation.
 - b) 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.
 - c) The implementation of the school's behaviour management policies.
 - d) 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.
 - e) Regular liaison with other professionals and agencies that support the pupils and their families.
 - f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
 - g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
 - h) 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.
 - i) 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.

14.4 The 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.

14.5 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.

15. E-Safety

15.1 This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

15.2 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.

15.2 This school has a separate e-safety policy for staff and students which should be considered in line with this policy.

15.3 Photographs, video and electronic images of pupils and staff are classed as personal data under the Data Protection Act 1998. The school has a separate policy that covers the use images in detail and should be considered in line with this policy.

16. Safeguarding and recruitment

16.1 Keeping Children Safe 2015 sets out clear guidance for schools which is adhered to at this school. The school will comply with the guidance set out in Part 3 of Keeping Children Safe 2015. The safer recruitment policy also contained detailed information about recruitment and selection procedures for staff and volunteers.

16.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the schools measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

16.3 All staff working within the school who have substantial access to children have been checked as to their suitability, including verification of their identify, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK and satisfactory completion of a Disclosure by Association form if working within a nursery or reception classes, and before or after school provision with children under eight. (Full guidance can be found in Appendix 6).

16.4 At least one member of every recruitment and selection panel will have completed safer recruitment training.

16.5 A Single Central Record of employment checks must be held by schools and colleges and is checked termly by the Safeguarding Governor. The Single Central Record must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children;
- All other others who work in regular contact with children in the school or college, including volunteers.
- for independent schools, including academies and free schools, all members of the proprietor body

16.6 The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.

- 16.7 For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.
- 16.8 Where checks are carried out on volunteers, schools should record this on the Single Central Record.

17 Disqualification by Association.

- 17.1 It is a legal requirement for schools to ensure that disqualified staff do not engage in childcare. Schools are to make staff aware of the requirements and provide an opportunity for staff to come to them if they think they are disqualified. The guidance relates to teaching early years children and the supervision of children under eight years old at before or after school clubs. The term 'Association' refers to the fact that should staff live with someone who is disqualified, they too are disqualified as a result of their association with that disqualified person.
- 17.2 Where an individual discloses information that potentially disqualifies them from working in the relevant setting:
- Seek advice immediately from HR and/or the LADO where possible.

If advised to do so (or where the disqualification is clear):

- Remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay. Garden leave may be used if more time is needed to make a decision).
 - Inform Ofsted – disqualification@ofsted.gov.uk – and inform the individual that you have done this.
 - Provide information to the individual about applying for a waiver from Ofsted
 - Consider the longer term implications for the individual if a waiver is not granted/the individual is not willing to apply for it (this may be permanent redeployment to alternative duties or possibly dismissal)
- 17.3 New employees:
- Add the disqualification declaration model form to the list of pre-employment checks you carry out
 - Ask all new employees complete and sign the form as part of the recruitment process, and prior to confirming the offer of employment
 - Do not employ anyone who makes a positive declaration (this would be a criminal offence)
 - Include the check on the Single Central Record

Full guidance can be found in Appendix 6 Childcare Disqualification Requirements – advice for schools, March 2015

18. Professional boundaries for staff and code of conduct

- 18.1 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 9. 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, March 2015, Appendix 4.
- 18.2 Staff members and volunteers are required to sign up to and follow the school code of conduct. This can be found as a separate policy and should be considered alongside this policy.
- 18.3 The schools code of conduct for staff and volunteers is made freely available to staff, visitors, 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.
- 18.4 Use of social networking sites by staff is managed in a separate policy and should be viewed in connection to the school code of conduct and to this policy.

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Further non statutory guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

19. Whistleblowing

- 19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 19.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, 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.
- 19.3 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors.

20. Radicalisation and Extremism

- 20.1 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.
- 20.2 The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal rights movements.

- 20.3 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.
- 20.4 Staff will treat any radicalisation/extremism concerns in the same manner as a safeguarding concern and will follow the schools safeguarding procedures as outlined in 7.2.

21 Allegations

- 21.1 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.
- 21.2 The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Child Protection Procedures. A copy of which is available on the desktop of all staff computers and by following this link: <http://berks.proceduresonline.com/index.htm>.
- 21.3 The Headteacher, Designated Person or another Senior Manager should in the first instance contact CAAS in order to liaise with the Local Authority Designated Person (LADO (schools) or LADO). 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.
- 21.4 If for any reason it is decided that an Allegations Strategy 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.
- 21.5 Staff and volunteers as part of their induction are provided with a guide for staff faced with an allegation of abuse
- 21.6 Information on Dealing with Allegations of Abuse Against Staff can be found in Section 1 (Core Procedures) Item 1.9 (allegations against staff, carers & volunteers) of the Berkshire LSCB Child Protection Procedures and additional information can be provided by emailing kpottinger@westberks.gov.uk.

Appendix 1

Types of abuse and neglect

Abuse is defined as 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. They may be abused by an adult or adults or another child or children.

Indicators of Abuse

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Physical abuse

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is 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 cyber bullying), causing children frequently to feel frightened or in danger, e.g. witnessing domestic violence 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or no penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- 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
 - Meet or respond to basic emotional needs
 - Ensure adequate supervision including the use of adequate caregivers
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Appendix 2 Recognising abuse & neglect

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

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

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

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

Indicators of Physical Abuse

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents / carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather

- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Bruising

Children can have accidental bruising, but the following must be considered as highly suspicious of a non accidental injury unless there is an adequate explanation provided and experienced medical opinion sought:

- Any bruising or other soft tissue injury to a pre-crawling or pre-walking infant or non mobile disabled child
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- 2 simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally e.g. the back
- The outline of an object used e.g. belt marks, hand prints or a hair brush (a pinch causes small double bruises, a punch or kick causes an irregular bruise with a paler centre, gripping causes ovals from fingertips or lines between fingers)
- Linear pink marks, haemorrhages or pale scars may be caused by ligature, especially at wrists, ankles, neck, male genitalia
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting or slapping
- Bruising around the face
- Broken teeth and mouth injuries (a torn frenulum - the flap of tissue in the midline under the upper lip - is highly suspicious in non-mobile children, but frequently occurs accidentally in mobile children)
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bruising may not be easily noticeable or distinguishable when children have darker skins (black / ethnic groups). Greater vigilance is required in noticing other possible indicators of injury e.g. wincing or demeanour of the child.

'Mongolian blue spots' closely resemble bruising. They are typically grey / blue pigmented areas over the lower back, trunk and limbs, which may be extensive. There is no over-lying damage or palpable swelling. They remain essentially unchanged in the first year of life and progressively disappear in childhood.

Bite marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

- A medical opinion from a forensic dentist / odontologist should be sought where there is any doubt over the origin of a bite. The police will have contact details.

Burns and scalds

- It can be difficult to distinguish between accidental and non- accidental burns and scalds, and will always require experienced medical opinion.
- Accidental scalds usually involve the upper front part of the body and have splash marks. Any burn with a clear outline may be suspicious e.g.:
 - Circular burns from cigarettes are characteristically punched out lesions 0.6 - 0.7 cm in diameter and healing usually leaves a scar
 - Friction burns resulting from being dragged
 - Linear burns from hot metal rods or electrical fire elements
 - Burns of uniform depth over a large area
 - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
 - Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation
 - Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

- Fractures may cause pain, swelling and discolouration over a bone or joint.
- Non-mobile children rarely sustain fractures accidentally.
- There are grounds for concern if:
 - The history provided is vague, non-existent or inconsistent with the fracture type
 - There are multiple fractures or old fractures (in the absence of major trauma, birth injury or underlying bone disease)
 - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
 - There is an unexpected fracture in the first year of life

Scars

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

Indicators of Emotional Abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse.
- The indicators of emotional abuse are often also associated with other forms of abuse.
- Recognition of emotional abuse is usually based on observations over time and the following offer some associated indicators:

Parent / carer & child relationship factors

- Abnormal attachment between a child and parent / carer e.g. anxious, insecure or avoidant, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scape-goating' within the family
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is considered reasonable and acceptable cultural / legal norms e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction
- Causing children to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another

Child presentation concerns

- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Frozen watchfulness, particularly in pre-school children
- Low self esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Parent / carer related issues

- Dysfunctional family relationships including domestic violence
- Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties
- Parent or carer emotionally or psychologically distant from child

Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made.
- This form of abuse is particularly difficult for a child to talk about and full account should be taken of cultural sensitivities of individual child / family.
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional / behavioural.

Behavioural indicators

Behavioural indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation

- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties)
- Running away

Physical indicators

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy

Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting e.g. neglect of the child's physical needs possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers.

Child related indicators

- Non –organic failure to thrive / faltering growth
- Delay in achieving developmental, cognitive and / or other educational milestones
- A child who is unkempt or inadequately clothed or dirty or smells
- A child who is perceived to be hungry frequently, scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment; aggression; indiscriminate friendliness
- Failure of child to grow or develop within normal expected pattern, with accompanying weight loss or speech / language delay
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance
- Poor self esteem
- Child thrives away from home environment

Indicators in the care provided

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

- A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Appendix 3 Further Information

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Prevent strategy addresses all forms of terrorism and we continue to prioritise according to the threat they pose to our national security; the allocation of resources will be proportionate to the threats

we face. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

The Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

The Counter-Terrorism and Security Act 2015

also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

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-fundamental-british-values-through-smsc>

Appendix 4

Part one: Safeguarding information for all staff. What school and college staff should know and do

1. 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.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school or college

4. 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, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2015. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy; the school's or college's staff behaviour policy (sometimes called a code of conduct); and the role of the designated safeguarding lead.
11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance. One good source of advice is provided on the
15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with 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. More information can be found in departmental advice about school attendance and statutory guidance about children who run away or go missing from home or care.

What school and college staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.
18. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

20. The Department for Education has produced advice [What to do if you are worried a child is being abused 2015- Advice for practitioners](#) to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of this guidance.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.
23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Appendix 5

Role of the Designated Person

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The designated Person (s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- 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.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Person should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - 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.
 - 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.
 - Be alert to the specific needs of children in need, those with special educational needs and young carers.

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

 - Obtain access to resources and attend any relevant or refresher training courses.
 - 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.

Raising Awareness

The Designated Person should ensure the school or college's policies are known and used appropriately:

- Ensure the school or college's child protection policy is reviewed annually and the procedures 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 local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file

Appendix 6

Childcare Disqualification Requirements – advice for schools, March 2015 HR Advice for Schools

**Applies to: Schools employing staff to work with children under the age of eight years
(including before/after school care)**

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INTRODUCTION AND BACKGROUND

In October 2014 the DfE published supplementary advice to Keeping Children Safe in Education 2014. Following feedback and significant consultation it has now published substantially revised statutory guidance in [Disqualification under the Childcare Act 2006](#).

The advice covers the impact of The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 on those employed in school settings to work with children under the age of eight years.

The impact is to disqualify individuals with certain cautions or convictions, or childcare orders against them, from working with children under the age of eight in school settings. They may also be disqualified 'by association' if someone who lives with them has relevant convictions, cautions or orders.

This is a complex issue and it is strongly recommended that headteachers and other school managers read the [DfE guidance](#) in its entirety before acting.

The DfE has committed to producing a set of FAQs in conjunction with the Local Government Association. This is not available at the time of issue.

The information below is a brief summary of the impact of the Act and the Regulations and recommended action for schools in West Berkshire.

In the advice below the term 'CDR' is used to refer to the Childcare Disqualification Requirements as set out in the DfE advice.

'The Act' refers to the Childcare Act 2006

'The Regulations' refers to the Childcare (Disqualification) Regulations 2009.

DEFINITION OF 'EARLY YEARS CHILDCARE' AND 'LATER YEARS CHILDCARE'

The CDR only apply to individuals providing early years childcare or later years childcare as defined in the Act.

- **Early years provision** - *staff who provide any care for a child up to and including reception age (up to 1st September after the child's fifth birthday).*

This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and

- **Later years provision (for children under 8)** - *staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8.*

This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before school settings, such as breakfast clubs, and after school provision.

WHO IS COVERED BY THE DISQUALIFICATION REQUIREMENT?

Full details are set out in the [DfE guidance](#). This is a summary.

The following individuals are covered by the CDR:

- Teachers and other classroom staff in nursery and reception classes
- Any staff working in before or after school provision (breakfast clubs, after school clubs) with children under eight
- Headteachers who are responsible for the management of nursery and reception classes and/or for before or after school provision for under-eights.
- Any other direct managers or supervisors of these classes or provision
- Volunteers (including governors) who work (supervised or unsupervised) on a regular basis in the relevant settings or who are directly concerned with the management of such provision

The following individuals are not covered by the CDR:

- Teachers and other classroom staff who only provide education, childcare or supervised activity during school hours to children above reception age
- Any staff providing childcare or supervised activities outside school hours only to children aged eight or over
- Headteachers and other school managers who have no involvement in the management of relevant provision
- Caretakers, cleaners, drivers, transport escorts, catering and office staff etc. who are not employed directly to provide childcare
- Those employed in healthcare provision for children (e.g. speech and language therapists or EPs)

- Volunteers and governors who do not have a commitment to work in relevant childcare on a regular basis

The following groups are included in the CDR, and the school should seek confirmation that the employer or service provider has informed them of the requirement to comply with the CDR:

- Supply or agency staff engaged to work in relevant childcare provision
- Self-employed contractors
- Trainee or student teachers

Schools will need to make a judgement about applying the DfE guidance to staff who are only occasionally deployed to work in relevant childcare, by seeking advice from HR/LADO and undertaking a risk assessment.

WHAT SHOULD SCHOOLS ASK INDIVIDUALS TO DISCLOSE?

School staff working directly with children in the relevant settings should be asked about the following:

With respect to themselves, they should declare:

- Convictions for certain violent or sexual offences against children and adults as set out in regulation 4 of the Act and schedules 2 and 3 of the Regulations (see Table A of the [DfE guidance](#))
- Cautions, reprimands or warnings given for these offences on or after 6th April 2007.
- Certain orders made in relation to care of children, or refusal or cancellation of registration relating to childcare, children’s homes or private fostering (see Table B of the [DfE guidance](#)).

Note that these individuals should not be asked to disclose offences which are ‘protected’ under the DBS filtering rules (i.e. they would not appear on the DBS certificate).

Note also that, as with DBS checks, spent convictions and cautions should be disclosed because of an exemption from the Rehabilitation of Offenders Act. These should have already been disclosed on the DBS certificate at the time of appointment.

With respect to people who live in the same household, individuals should be asked to disclose to the best of their knowledge:

- Inclusion on the DBS Children’s Barred List
- Unspent convictions for certain violent or sexual offences against children and adults as set out in regulation 4 of the Act and schedules 2 and 3 of the Regulations (see Table A of the [DfE guidance](#))
- Unspent cautions, reprimands or warnings given for these offences on or after 6th April 2007.

- Certain orders made in relation to care of children, or refusal or cancellation of registration relating to childcare, children’s homes or private fostering (see Table B of the [DfE guidance](#)).

Note that individuals should not be asked about offences in relation to people they live with which are ‘protected’ under the DBS filtering rules (i.e. they would not appear on the DBS certificate), nor about convictions and cautions which are spent under the [Rehabilitation of Offenders Act](#).

Note that there is no requirement on the individual employed in the school to ask those they live with about these orders or convictions. They should make a declaration based on the knowledge they already have.

Schools should not seek to obtain DBS checks for third parties, nor ask them about unrelated offences. Any evidence that is supplied should be with the individual’s consent and be used only to make a decision about disqualification and destroyed thereafter. See the [DfE guidance](#) for more information.

ACTIONS FOR SCHOOLS

Existing employees and volunteers

All schools

- Assess which, if any, staff in the school (including volunteers) provide or manage relevant childcare.
- Inform these staff of the CDR and how the school intends to deal with it. HR can attend a meeting at the school to help answer questions, on request.
- Ask these staff about offences and orders, including those relating to people they live with, which could disqualify them from working in these settings (see model form below). The headteacher should make a disclosure to the chair of governors.
- Print off copies of the [DfE guidance](#) and make it available in the staff room and the school office for staff to consult.
- Keep a note in the Single Central Record (or other designated place) of the request and response (note the requirements of the Data Protection Act).
- Include the CDR in your Safeguarding Policy.

Where an individual discloses information that potentially disqualifies them from working in the relevant setting

- Seek advice immediately from HR and/or the LADO where possible.

If advised to do so (or where the disqualification is clear):

- Remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay. Garden leave may be used if more time is needed to make a decision).
- Inform Ofsted – disqualification@ofsted.gov.uk – and inform the individual that you have done this.
- Provide information to the individual about [applying for a waiver from Ofsted](#)

- Consider the longer term implications for the individual if a waiver is not granted/the individual is not willing to apply for it (this may be permanent redeployment to alternative duties or possibly dismissal)

New employees

- Add the disqualification declaration model form to the list of pre-employment checks you carry out
- Ask all new employees complete and sign the form as part of the recruitment process, and prior to confirming the offer of employment
- Do not employ anyone who makes a positive declaration (this would be a criminal offence)
- Include the check on the Single Central Record

Model DISQUALIFICATION DECLARATION FORM

In October 2014, and again in February 2015, the Department for Education (DfE) issued an update to its statutory guidance “Keeping Children Safe in Education”:

This update requires schools and other educational settings which provide care for pupils under the age of 8, to ensure that staff working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009:

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences
3. Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as ‘disqualification by association’)

You are asked therefore to sign the declaration below, confirming that you are not disqualified under the Regulations from working in your role in this school.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from Ofsted. If you are disqualified on the basis of orders or restrictions or offences, relating to you or to someone with whom you live, the school will support in you in applying for a waiver from Ofsted where this is possible.

Any information that you provide as part of this process will be treated confidentially and stored securely. It will be necessary to share information with Ofsted if information revealed leads to disqualification.

Please complete the following declaration and return to the head teacher as soon as possible.

Note – *the declaration refers to DfE statutory guidance. This is available for you to view in the school office or online as follows:*

[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

Name		
Job title		
SECTION 1 – ORDERS OR OTHER RESTRICTIONS	Yes	No
Have any orders or other determinations related to childcare been made in respect of you?		
Have any orders or other determinations related to childcare been made in respect of a child in your care?		
Have any orders or other determinations been made which prevent you from being registered in relation to child care, children’s homes or fostering?		
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in table B of the DfE guidance ?		
SECTION 2 – SPECIFIED AND STATUTORY OFFENCES	Yes	No
Have you ever been cautioned (after April 2007) or convicted (at any time)* of;		
Any offence against or involving a child (i.e. a person under the age of 18)?		
Any violent or sexual offence against an adult?		
Any offence under the Sexual Offences Act?		
Any other relevant offence, as set out in table A of the DfE guidance ?		
Have you ever been cautioned or convicted of any similar offence in another country?		
*Note that you are <u>not</u> required to disclose any old or minor cautions or convictions that are ‘protected’ under DBS filtering rules .		
SECTION 3 – DISQUALIFICATION BY ASSOCIATION	Yes	No
To the best of your knowledge, is anyone living in your household disqualified from working with children under the Regulations (as set out in sections 1 and 2 above)? <i>[Household includes family, lodgers, house-sharers, household employees etc]</i>		
*Note – there is no requirement to disclose cautions or convictions that are spent under the terms of the Rehabilitation of Offenders Act 1974 in relation to people living or working in your household.		
SECTION 4 – PROVISION OF INFORMATION		
If you have answered YES to any of the questions above , please provide details as set out below, where you have them. You may provide this separately if you wish, but in any case you should provide the information to the headteacher without delay.		

Details of the order, restriction, caution, conviction etc, including dates and relevant court(s), body(ies):

SECTION 5 – DECLARATION

I confirm that the information provided on this form is true to the best of my knowledge.

I undertake to inform the headteacher immediately if any events occur which would potentially lead to my disqualification from providing care to children under the Childcare Disqualification Regulations.

I understand that to make a false declaration will be treated as gross misconduct and could result in summary dismissal.

Signed

Dated

Model Information Note for Staff

IMPORTANT INFORMATION FOR ALL SCHOOL STAFF

Childcare Disqualification Requirements

The Government's Department for Education (DfE) has recently issued supplementary advice to its "Keeping Children Safe in Education" statutory guidance. This supplementary advice details a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006. **The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person** (known as 'disqualification by association'), from working in a relevant setting, including in schools.

There is now a requirement for relevant schools to check the following categories of staff in nursery, primary or secondary school settings that are covered by the Childcare (Disqualification) Regulations 2009.

- A. Teachers or other staff employed to work in 'early years' provision (including those who are providing education during normal school hours) for children who are of nursery or reception age (i.e. children under 6).
- B. Staff employed to work in 'later years' provision, providing or supervising activities for children under the age of 8. This does not include education or supervised activity for children above reception age during school hours, but it does include before school settings (such as breakfast clubs) and after school provision.
- C. Those who directly line manage employees in categories A and B, or are otherwise directly involved in the management of these activities.

The recognised Trade Unions have been told of this requirement from the DfE.

All staff should be aware that this will affect you if you work in a relevant setting.

What happens now?

- All relevant staff in relevant settings will be asked to complete a declaration as soon as possible, affirming that they are not disqualified by completing and signing a declaration form.
- If the school is told by a member of staff that they are disqualified, or the school receives a positive declaration regarding any member of a staff's household then we will seek advice from our HR provider.
- Under the requirements of the DfE, any employee who is disqualified (including by association) will need to be immediately removed from the relevant setting and Ofsted must be notified. **The school will support you in seeking a waiver of disqualification from Ofsted where applicable.**

- Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting, for an employee who is disqualified. While a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employee's employment will need to be terminated unless redeployment options are available.

Please be assured that this school understands that this is a sensitive issue. We have never in the past been asked to take this sort of check on our staff and their household. If any member of staff has concerns then they may wish to speak to me in confidence.

Thank you.

Headteacher

Appendix 7

REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the Reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

Should you having any Safeguarding or Child Protection concerns, please contact The Contact, Advice & Assessment Service (CAAS) on the professionals only number: 01635 503190.

APPENDIX 8

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 documents and procedures can be found online:

- a) **Berkshire LSCB Child Protection Procedures**
<http://berks.proceduresonline.com/index.htm>
- b) **Keeping Children Safe in Education – March 2015**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- c) **What to do if you're worried a child is being abused**
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- d) **Working Together to Safeguard Children - March 2013**
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- e) **Section 11 of the Children’s Act 2004**
Section 11 creates a duty for the key agencies who work with children to put in place arrangements to make sure that they take account of the need to safeguard and promote the welfare of children when doing their jobs.

The following are particularly useful for schools:-

- f) **Inspecting Safeguarding in maintained schools and academies**
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-maintained-schools-and-academies-briefing-for-section-5-inspections>
- g) **Safeguarding children and young people and young vulnerable adults**
<https://www.gov.uk/government/publications/ofsted-safeguarding-policy>
- h) **Guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young**
<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>