

# St Mary's Church of England Primary School



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## Child Protection and Safeguarding Policy

### September 2024 - 2025

POLICY: Child Protection & Safeguarding Policy  
APPROVED BY: Full Governing Body  
APPROVED DATE: September 2024  
REVIEW DATE: September 2026  
This policy is statutory and reviewed by FGB annually

At St Mary's Church of England Primary School, safeguarding and child protection is everyone's responsibility.

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Governors' Committee Responsible for this policy: Full Governing Body

The policy must be reviewed and updated at least annually and/or following any updates to national and local guidance and procedures

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## SECTION A

### **1. INTRODUCTION**

1.1. It is essential that everybody working in St Mary's Church of England Primary School understands their safeguarding responsibilities. Everyone who encounters children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.

1.2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

1.3. This policy provides the basis for good practice within our school for Safeguarding work. It should be read in conjunction with the Slough Safeguarding Children's Board Safeguarding Policies and Procedures, plus the safeguarding, KCSIE and annex A. These are in keeping with relevant national procedures and reflect what the school considers to be safe and professional practice in this context.

1.4. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

1.5 *Child protection* is defined by Save the Children as **"measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children."**

### **2. THE LEGAL FRAMEWORK**

This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children 2023: A guide to multi-agency working to help, protect and promote the welfare of children. [https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working\\_together\\_to\\_safeguard\\_children\\_2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024  
[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

This policy also recognises the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'What to do if You're Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2024, Guidance for Safer Working Practices, changes in the RSE guidance and Slough Safeguarding Children Board SSCB Child Protection Procedures.

### **3. ROLES AND RESPONSIBILITIES**

3.1. The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Melissa Whatley. We have deputy designated safeguarding leads, Pamela O'Brien,

Saba Khan, Gemma Wood and Musa Ali to ensure there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Leads are described in detail in **section B**.

3.2. The Governing Body of St Mary's is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

3.3. All staff members, governors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

3.4. Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

3.5. Our school takes all reasonable action to limit children's exposure to the risks from the school's IT system and ensure our school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

Please refer to our safeguarding responsibilities in **section E**.

#### **4. SITE AND SECURITY**

All staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors into school.

- All staff have a duty to report to the School Business Manager any safety, health or potential hazards noticed on site.
- All staff have a green lanyard and electronic identity badge that should be always worn. They are required to sign in/out during the day.
- The school business manager and school reception staff must be notified in advance of plans to bring any adult onto the school site as a visitor or a volunteer. Regular volunteers and visitors undergo similar safeguarding considerations as employees, checks and safeguarding training if required.
- Visitors to the school, including contractors, are to sign in at reception and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.
- All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children are kept safe.
- The school will display safeguarding and DSL information so visitors can report if they receive a disclosure or is witness to any inappropriate activity that needs reporting.
- The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child, or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.
- The Head teacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.

## **5. SAFER RECRUITMENT**

### **Pre-Appointment Checks and Recruitment**

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, St Mary's school must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website.
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity).
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended).
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the school or college considers appropriate and verify professional qualifications, as appropriate.
- carry out prohibition check for all staff with QTS.
- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check).
- School will inform shortlisted candidates that online searches may be done as part of due diligence checks

Copies of the documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

## **6. SINGLE CENTRAL RECORD**

St Mary's regularly maintains a single central record. 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; and

The information that must be recorded in respect of staff members (including teacher trainees on salaried route) 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 who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions.
- a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

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. A record of staff leavers must be maintained on the Single Central record. The SCR shall be updated in the light of any further legislation by HR or the Co-Head teachers.

## **7. STAFF TRAINING**

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team undergo their DSL training every 2 years through the Slough Children's Safeguarding Board to enable them to fulfil their role.

Training is provided for all staff to a generalist level every year, updates around safeguarding are shared with staff regularly via training, our weekly briefings, regular termly updates and teacher development meetings.

Separate training is provided to all new staff on appointment as part of their induction process which would also include Online Safety and PREVENT.

We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate safeguarding training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school. This now includes training in an understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring online activity.

The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2023. These will occur annually or more frequently when necessary and will be followed up by a safeguarding quiz. Those that score less than a quarter of the final score will be required to undertake specific training.

The school will maintain accurate and up to date records of staff induction and training.

All involved in governance will undergo training on induction, and update training as needed, to test and assure themselves that the safeguarding policies and procedures in place in the schools are effective and support delivery of robust whole school approach to safeguarding.

## **8. ATTENDANCE RESPONSIBILITIES**

- Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.
- Attendance is monitored closely by the school Attendance Officer who works closely with the local authority and Co-Head teachers when the patterns of absence or length of absence are of concern.

- We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the phone numbers or home address changes.
- Through CPOMS the school Attendance Officer and the DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and will follow the Department for Education's legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.
- Procedures are in place to inform the local authority when we plan to take pupils off-roll when they:
  - ✓ leave school to be home educated.
  - ✓ move away from the school's location.
  - ✓ remain medically unfit beyond compulsory school age.
  - ✓ or are permanently excluded.
- The Schools Attendance Policy is set out in a separate document and is reviewed regularly by the Local Authority and the Governing Body.
- At St Mary's Primary School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more susceptible to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

## **9. SUPPORTING CHILDREN**

Our school will support all pupils by:

### **The curriculum**

- At St Mary's we ensure the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHE and other curriculum contexts, and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.
- At St Mary's our curriculum also takes into consideration aspects of media and online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- At St Mary's we have a simplified child friendly child protection and safeguarding policy which is shared with all children during an assembly and led by the DSL.

### **Communication and Behaviour**

- encouraging pupils to talk about feelings and deal assertively with pressures and are listened to. Providing pupils with a range of appropriate adults to approach as needed.
- supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is in the public data policy folder and the school website)
- having a behaviour policy that is aimed at supporting susceptible pupils in the school. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment.
- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse including Early Help and preventative services  
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>  
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- acknowledging the importance of ‘contextual safeguarding’,  
<https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil’s life that may be a threat to their safety and/or welfare. (Working together to safeguard children July 2023 and KCSIE September 2024).
- alerting the authority if aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CLA) or has been previously looked after by the Local Authority potentially remains susceptible and all staff have the skills, knowledge and understanding to support these children.

### **Photography and Images**

To protect children, the school will:

- seek their consent and parental consent for photographs to be taken/published and names of children to be published alongside an image (for example, websites or in newspapers or publications).
- ensure children are appropriately dressed; and
- encourage children to tell a member of staff if they are worried about any photographs that are taken of them.
- This database will be updated at the beginning of every academic year (Autumn Term 1).

Adults should not take images of a child’s injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children’s social care; or make audio recordings of a child’s disclosure.

### **Transporting pupils**

- ‘Staff should not offer lifts to pupils unless the need for this has been agreed by a SLT member and there should be at least one adult additional to the driver acting as an escort.’ In the first instance the school explores all other avenues to contact the parent and if needed, the school minibus will be utilised to transport a child with two adults present.

### **Walk Home**

- Children in year 5 and in year 6 may walk home with permission. Parents must inform the school in writing if they give their child permission to walk home.
- If the staff have any concerns around this arrangement, they will not allow this to happen and will ask the parents to arrange an alternative solution.

## **Educational visits**

- Staff responsible for organising educational visits should be familiar with the Department for Education's advice on Health and Safety for visits (updated 2021). If they involve volunteers, they must follow the volunteer policy and complete risk assessments on all individual volunteers. Volunteers must read and sign the school voluntary procedures.

## **Use of school premises for non-school activities**

- When St. Mary's is used for non-school activities, there is clarity around safeguarding arrangements that schools should expect providers (hirers) to have in place in accordance with the guidance on keeping children safe in out-of-school settings. Further information can be found in paragraph 167 of the updated guidance.
- As with any safeguarding allegations, St. Mary's follows their own safeguarding policies and procedures, including informing the LADO should we receive an allegation relating to an incident that happened when an individual or organisation was using our school premises for the purposes of running activities for children. Examples of these include community groups, sports associations or service providers that run extra-curricular activities.

## **10. EQUALITY**

- This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender), gender questioning and sexual orientation.

The Equality Act, paragraph 89 has been updated and states that:

- Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. A school could, for example, consider taking positive action to support girls if there is evidence they were being disproportionately subjected to sexual violence or sexual harassment. There is also a duty to make reasonable adjustments for disabled children and young people.

## **SEND and susceptible pupils**

The school recognises and considers that children with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

## **Mental Health**

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

- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

The Department of Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

See Every Mind Matters for links to all materials and lesson plans. There are three thresholds for and types of referrals that need to be considered:

- is this a child with additional needs; where their health, development or achievement may be adversely affected?
- age-appropriate progress is not being made and the causes are unclear
- the support of more than one agency is needed to meet the child or young person's needs

If this is a child with additional needs discuss the issues with the Senior Mental Health/DSL and SENDCO. Is this a child in need matter?

Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired, without the provision of such services.
- they are SEND (and as such can face additional safeguarding challenges).

If this is a child in need, discuss the issues with the Designated Safeguarding Lead who will obtain parental consent for referral. Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems.

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the Multi-Agency Safeguarding Hub (MASH) by the school as soon as possible.

At St Mary's we identify pupils who might need more support to be kept safe or to keep themselves safe by ensuring they recognise who they can speak to if something is concerning them. In addition to this the DSL, ELSA staff or SEND staff will check-in with the vulnerable children during the week,

additional groups are conducted to meet their needs and support from external agencies such as SEBDOS ( <https://www.sebdos.co.uk/> )and MHST ( <https://cypf.berkshirehealthcare.nhs.uk/our-services/children-and-adolescent-mental-health-services-camhs/mental-health-support-and-getting-help-teams/> ) and will be used where necessary.

## **11. DEALING WITH A DISCLOSURE AND RECORD KEEPING**

At St Mary's, if a member of staff has a concern about a child or if a child makes a disclosure, staff will appropriately respond by listening and offering reassurance. Staff will:

1. Make an accurate factual record as soon as possible including details of:

- Dates and times of their observations.
- Dates and times of any discussions in which they were involved.
- Any injuries.
- Explanations given by the child / adult.
- What action was taken?
- Any actual words or phrases used by the child.
- Any questions the staff member asked (remembering not to ask any leading questions).

Incident are recorded online in CPOMS. In the event of a member of staff not having immediate access to CPOMS they may seek out any member of staff to support recording the incident. Names of staff involved in reporting and recording must be recorded.

2. Listen to wishes and feelings of the child, but not to promise any confidentiality.

3. Report it to the DSL/DDSL.

4. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

5. In the absence of the DSL or DDSL, staff will refer directly to MASH or the child's social worker (if applicable) and the police (if appropriate) if there is a significant concern or to contact Slough for advice and guidance.

6. The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.

7. Our school will discuss any concerns we have with the child's parents. There may be occasions when this is not appropriate and school staff would consult with other agencies prior to involving parents. We will record any decision not to discuss with parents and why.

8. Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own school GDPR policy.

9. All safeguarding records will be transferred in accordance with GDPR to the child's receiving school/setting. These will be given to the receiving School and a receipt of delivery will be obtained. We will ensure that when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within 5 school days and that the child's Social Worker is informed that the child has moved.

10. The Headteacher will be kept informed of any significant concerns by the DSL, and all other staff are informed on a need-to-know basis.

## **12. INFORMATION SHARING**

- We recognise that all matters relating to Safeguarding are confidential.
- All staff members have a professional responsibility to share information with other agencies to safeguard children.
- All staff members who encounter children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.
- We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.
- Staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe.

## **13. PARENT PARTNERSHIP**

### **Support for Child, Families and Staff Involved in a Child Protection Issue**

It is recognised that a pupil's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

Whilst the School may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with parents whilst fulfilling the school's duties to protect the pupil.

The school leadership and Governors recognises that staff dealing with disclosures of information may need support themselves and, in such circumstances, will provide appropriate in-house support or access to external services.

The school will support pupils, their families and staff by:

- taking all suspicions and disclosures seriously.
- nominating a link person who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- providing proper explanations (appropriate to age and understanding), as to what action is being taken on their behalf and why.
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- storing records securely.
- offering details of help lines, counselling or other avenues of external support.
- when appropriate, following the procedures laid down in the school's whistle blowing, complaints and disciplinary procedures.
- co-operating fully with relevant statutory agencies.

### **In working in partnerships with parents we will also**

- communicate as clearly as possible about the aims of this school:
- We will try to use clear statements in our brochures and correspondence.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.

- We will be alert to the needs of parents/carers who do not have English as their first language.
- We will keep parents informed as and when appropriate of any updates to the school's policies and procedures.

#### **14. MULTI AGENCY WORKING**

- We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care.
- We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Slough Children's Safeguarding Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

#### **15. THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING**

The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and susceptible persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained person's rights and entitlements, as well as helping the detained person understand their rights.

At St Mary's we will endeavour to make sure parents are informed of any need for their presence and will not allow any such activity to take place without their presence unless advised otherwise. If this were the case an appropriate adult from school will advocate for the child/ren. – Due to the fact that the parents might be connected to criminality.

#### **16. MANAGING ALLEGATIONS AGAINST STAFF**

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Chairs of Governors should refer to this guidance if there is an allegation against the headteacher(s). This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed or may have harmed a child.
- possibly committed a criminal offence against, or related to, a child.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school or college, which might make an individual unsuitable to work with children and is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO)

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above).
- allegation/concerns that do not meet the harms threshold – referred to in KCSIE 2023 guidance as 'low level concerns'.

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from several sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or because of vetting checks undertaken. It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

**'Low Level Concerns'** - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door.
- 'humiliating pupils'.
- gift giving.

Such concerns are referred to the Headteacher and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

The LADO can be contacted using the following details:

- Email: [LADO@sloughchildrenfirst.co.uk](mailto:LADO@sloughchildrenfirst.co.uk)
- Phone: 07927 681858

Where possible, please use the [LADO Referral Form](#).

An Allegations and Consultation Referral Form must be completed by the Headteacher or manager in full and forwarded to the LADO via email within 24 hours.

## **17. WHISTLEBLOWING IN A SAFEGUARDING CONTEXT**

While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly. This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems. There are a limited number of areas that can be called whistleblowing, and the policy protects staff from being punished for raising concerns.

Within St Mary's School, the Co-Head teacher(s), are the senior leaders and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make a school headteacher aware.

If your concern is about a headteacher, you should raise this with our Chair of Governors by email [rnuru@stmarys.slough.sch.uk](mailto:rnuru@stmarys.slough.sch.uk). If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or contact Slough Borough Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the headteacher and no / insufficient action has been taken, or the member of staff you have concerns about is the headteacher, then you are able to contact the Local Authority Designated Officers team (LADO) at:

- Email: [LADO@sloughchildrenfirst.co.uk](mailto:LADO@sloughchildrenfirst.co.uk)
- Phone: 07927 681858

Where possible, please use the [LADO Referral Form](#).

If the child or young person requires immediate protection please call **01753 875362** and send the electronic multi-agency [referral form \(MARF\)](#) to [sloughchildren.referrals@sloughchildrenfirst.co.uk](mailto:sloughchildren.referrals@sloughchildrenfirst.co.uk). The operating hours (for this team only) are 9am to 5pm.

Please do NOT use the number above for general enquiries. For these, use **01753 477321** between 9am and 5pm.

For emergencies outside of Monday to Friday, 9am-5pm, call the Emergency Duty Team on **01344 351999** email: [EDT@bracknell-forest.gov.uk](mailto:EDT@bracknell-forest.gov.uk) or dial 999.

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

## 18. QUALITY ASSURANCE

At St Mary's we will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will be achieved through:

- Governing Body visits to the school.
- SLT 'drop ins' and discussions with children and staff.
- CPOMS checks
- Pupil surveys and questionnaires.
- Sharing of the child friendly safeguarding policy to children in assembly.
- Scrutiny of Attendance data.
- Scrutiny of range of risk assessments.
- Scrutiny of GB minutes and Headteacher reports.
- Logs of bullying/racist/behaviour/ incidents for SLT and GB to monitor.
- Review of parent questionnaires.

- Review of the catch up and tuition groups.
- Review of staff training and case study scenarios.
- Meetings between the DSL and Headteacher.

The school's senior management and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

## **19. POLICY REVIEW**

14.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

14.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers are made aware of any amendments to policies and procedures.

14.3. Additional updates to the Child Protection and Safeguarding Policy and appendix will be completed when needed.

## **20. COMPLAINTS PROCEDURE**

The schools complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a child or attempting to humiliate them, bullying or belittling a child or discriminating against them in some way. Complaints are managed by the Co Headteachers, and other members of the Senior Leadership Team and Governors.

Complaints from staff are dealt with under the School's Complaints and Grievance Procedures.

## **Section B:**

### **The role of the Designated Safeguarding Lead**

#### **Managing referrals**

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass'\* and a point of contact for Child Exploitation. \*Guiding principles of the scheme are here <https://www.operationencompass.org/school-participation> . An annual information letter must be sent to parents. All downloadable documents are here: <https://www.operationencompass.org/school-participation/school-downloads>
- To ensure that the Local Authority are notified if children are persistently absent or missing from education.

#### **Record keeping**

- Keep CPOMS records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- When a child leaves our school, the Designated Safeguarding Lead will contact the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within 5 school days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- Where a parent elects to remove their child from the school roll to home educate, the school will plan to pass any safeguarding records to the Education Social Welfare Service/virtual school.

#### **Multi-agency working and information sharing**

Updated August 2022 by the Headteacher and Designated Safeguarding Lead.

- The DSL recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.
- Our School is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise the importance of multi-agency working and will support attendance at relevant safeguarding

meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings. For this to happen the DSL will be employed for the whole year and receive entitled holidays as requested throughout the year.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

### **Training**

The DSL will ensure all staff undertake appropriate annual updates to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- understand the assessment process for providing early help and intervention, e.g., Slough Children First thresholds of need, preventative education, and the local offer.
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.
- Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members such as setting up to access CPOMS and train on how to record on CPOMS.
- Organise face-to-face whole-school Safeguarding training for all staff members at least every half term.
- The experienced DSL training remains in date every 2 years with regular training updates.
- All staff should be aware of key policy systems within their school which support safeguarding, and these should be explained to them as part of staff induction.
- Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities. Please refer to section E part 6 for 2024-2025 St Mary's training schedule.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- Maintain accurate records of induction, ongoing training, and continual professional development (CPD) relating to safeguarding.

### **Awareness raising**

- Ensure our school's child protection policies are known, understood, and used appropriately.
- Ensure our school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- Ensure our safeguarding policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school in this.

### **Quality Assurance**

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
- Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

- Monitor and respond to SENSO monitoring and filtering for online safety.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

#### **Support for staff:**

- The school will have a framework for providing an opportunity to staff who are working directly with susceptible young people to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case and receive ongoing training.

### **Section C: Procedures**

#### **1. Accessing Early Support / Assistance and Use of the Common Assessment Framework (CAF) Process**

1.1 The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.

1.2 Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the School will use the Multi Agency Referral Form (MARF) process to complete an early help assessment (EHA) and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

1.3 The School is committed to working in partnership with pupils, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help.
- undertake an assessment of the need for early help, using the MARF process.
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

1.4 Staff are to be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs.
- has special educational needs.
- is a young carer.
- is showing signs of engaging in anti-social or criminal behaviour.
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental ill health, domestic abuse.
- is showing early signs of abuse and/or neglect; and/or
- is particularly susceptible in any of the ways identified above.

1.5 Any member of staff who recognises that a child would benefit from coordinated support is to liaise with the DSL, who will determine whether to make a referral through the MARF process.

1.6 The MARF process can only be effective if it is undertaken with the agreement of the child's parents. Therefore, the MARF should involve the pupil and family as well as all the professionals who are working with them.

1.7 If parents and/or the pupil do not consent to the MARF process being initiated, the school will make a judgment about whether, without help, the needs of the pupil will escalate and whether a referral to Children's Social Care may be necessary.

## **2. When a Child is Missing from Education**

2.1 Where a child has 10 consecutive school days of unexplained and or persistent absences and all reasonable steps have been taken by the school to establish their whereabouts without success, the School should make an immediate referral to Slough's Children Missing Education (CME) Service.

2.2 Reasonable steps include:

- telephone calls to all known contacts.
- letters home (including recorded delivery);
- contact with other schools where siblings may be registered.
- possible home visits where safe to do so.
- enquiries to friends, neighbours etc. through school contacts.
- enquiries with any other Service known to be involved with the pupil/family.
- all contacts and outcomes to be recorded on the pupils' file.

2.3 Upon receipt of a referral from the School, the Slough CME Service will then continue to attempt to track the child. If this also fails to establish the child's whereabouts, the School will be informed to remove the child from roll.

2.4 If the Slough CME Service can contact the pupil and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the pupil has registered at another school, the school will delete the child's name from the roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

## **3. When Staff are Concerned Regarding a Child's Welfare**

3.1 Staff are to report all concerns regarding the welfare of children, however minor or insignificant they may think they are. A member of staff does not require 'absolute proof' that a pupil is at risk. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate whether a pupil has been abused.

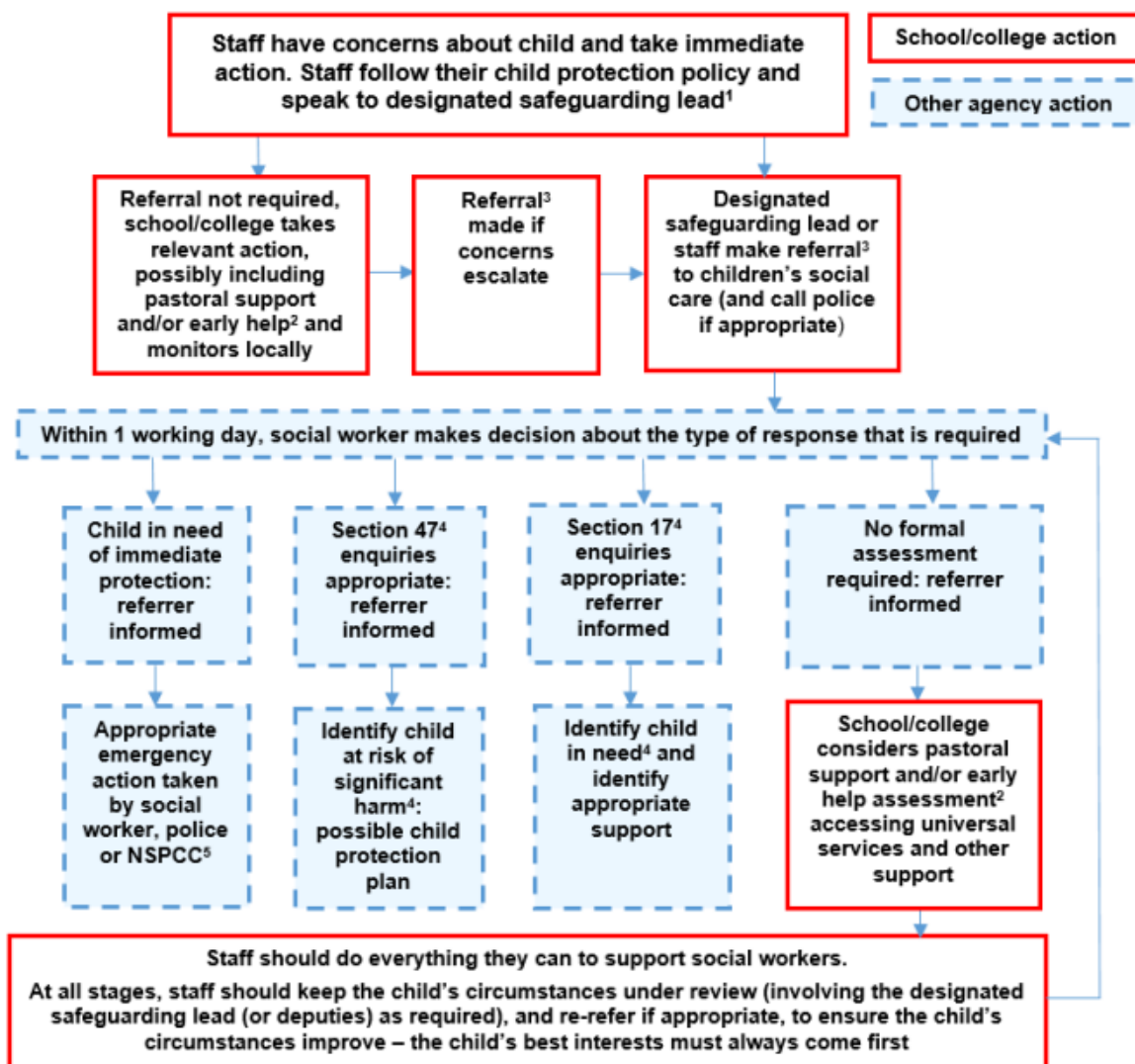
3.3 If a pupil is displaying signs which indicate that they may be suffering harm, it is acceptable for staff to ask if they are OK or if they can help in any way. If such a discussion leads to the pupil providing details of being harmed, then staff should follow reporting procedures.

3.4 If a member of staff has concerns without direct disclosure of information they are to:

- report their concern to the DSL– immediately when there is evidence of physical or sexual abuse, otherwise as soon as possible and before the end of the school day.

- complete a record of concern, using CPOMs.
- not start their own investigation.
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- seek support for themselves by informing the DSL if they are distressed or need to debrief.

## Actions where there are concerns about a child



1 In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSIE.

2 Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

3 Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

4 Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm,

it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

5 This could include applying for an Emergency Protection Order (EPO).

#### **4. When Staff Receive Disclosures of Information**

4.1 Disclosures of information may be received from child, parents/carers or other members of the public. It is recognised that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity and care.

When receiving a disclosure from an individual, staff will:

- allow them to speak freely; not be afraid of silences, listen to and take seriously any disclosure or information that a child may say.
- remain calm and not overreact.
- avoid admonishing the individual for not disclosing earlier.
- give reassuring nods or words of comfort, - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- try not to show signs of shock, horror or surprise.
- not express feelings or judgments regarding any person alleged to have harmed the child.
- clarify the information.
- under no circumstances ask investigative questions - such as how many times this has happened, whether it happens to siblings too, or what does the child's mother think about all this; (however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?).
- keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than, 'Did x hit you?'
- at an appropriate time (using professional judgment) explain sensitively that to help them, the member of staff must pass the information on to the DSL.
- explain that only those who 'need to know' will be told.
- explain what will happen next and that the individual will be involved as appropriate.

Staff can refer to Appendix 4 for the School's Referral Procedures when they receive a disclosure or have a safeguarding concern.

#### **5. Completing the Record of Concern**

5.1 It is important that all staff use one consistent system for the recording of concerns. Therefore, staff are to use CPOMs. This is then alerted to the Safeguarding Team who will address the concerns immediately.

5.2 Records of safeguarding / child protection observations or concerns can be completed electronically or as a paper version. Records are to be signed, dated and timed by the member of staff making the record.

5.3 Such records are to include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance (using skin's form), statements/remarks made to staff or other children and observations of interactions between the

child, other children, members of staff and/or parents that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent will be recorded.

5.4 Once completed the form must be passed straightaway to the Designated Safeguarding Lead, who will complete the form to confirm what action has been taken.

## **6. Notifying Parents**

6.1 The DSL will contact the parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

## **7. Making a Referral to Children's Social Care**

7.1 The DSL will make a referral to Children's Social Care (or Police), if it is believed that a child is suffering or is at risk of suffering significant harm. However, the statutory guidance 'Keeping Children Safe in Education (2023)' also notes in paragraph 15, that in 'exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken', any member of staff can contact Children's Social Care.

7.2 The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk of the child.

## **8. Staff Reporting Directly to Child Protection Agencies**

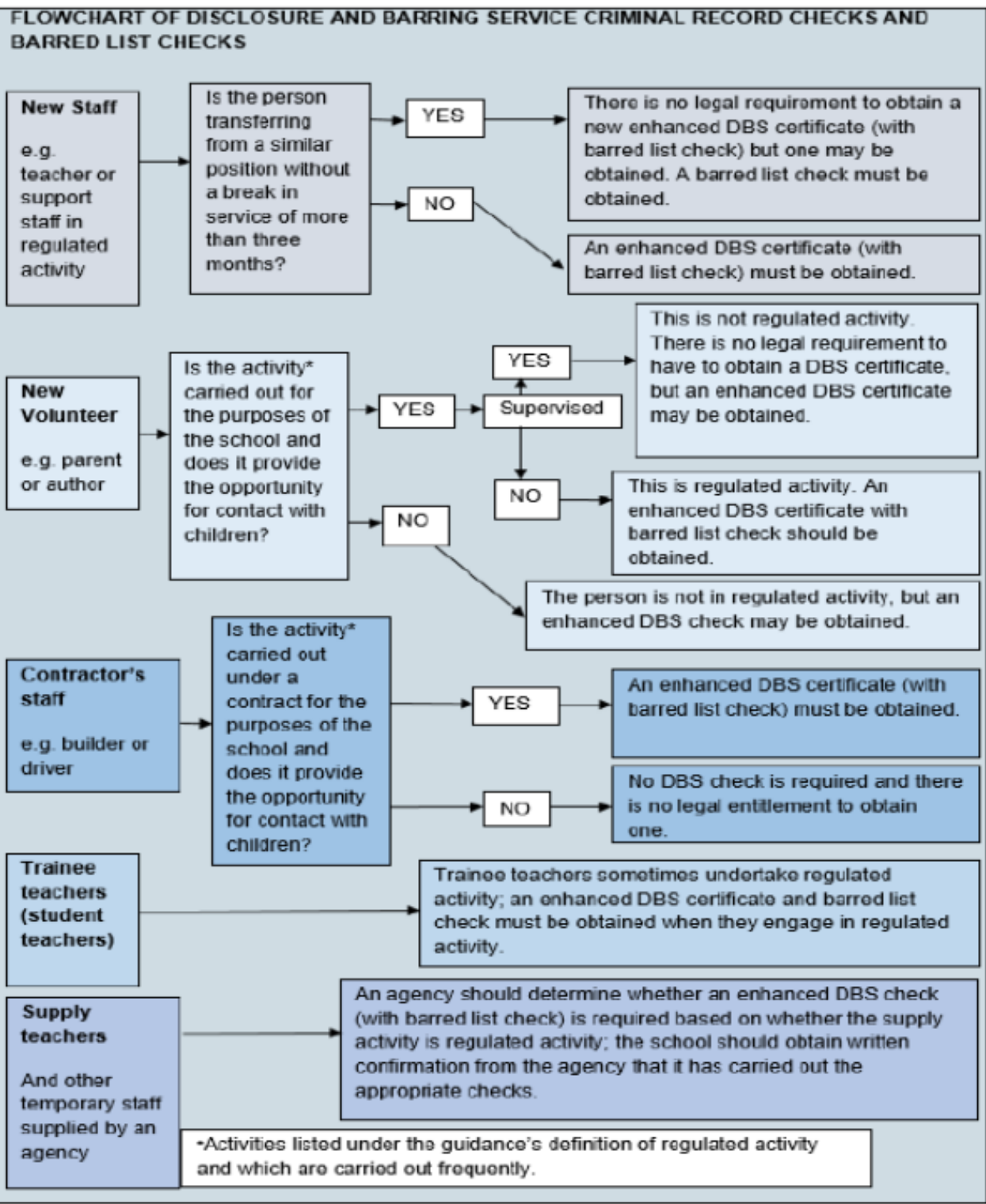
8.1 Staff should follow the reporting procedures outlined in this policy, whereby they would normally report any concerns to the DSL. However, as emphasised in 'Keeping Children Safe in Education '2023, they may also share information directly with Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, the deputy DSL, the Head teacher and/or the chair of Governors are all unavailable.
- they are convinced that a direct report is the only way to ensure the child's safety; and/or
- for any other reason they make a judgment that a direct referral is in the best interests of the child.

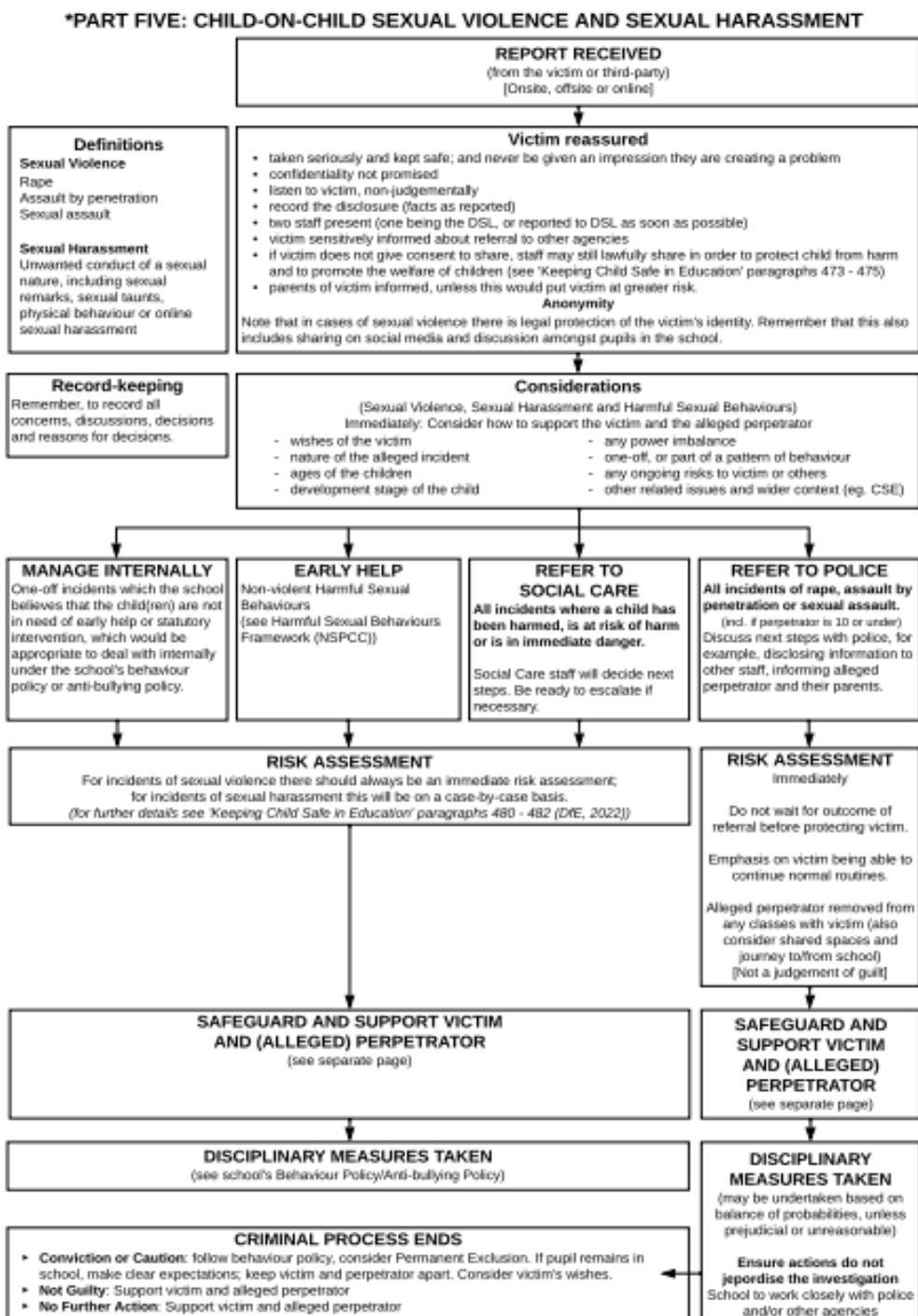
8.2 In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Head teacher at the earliest opportunity that they have done so unless in their judgment doing so would increase the risk of harm to the child.

## **9. DBS Procedures**

Under safer recruitment all DBS checks are undertaken. At St Mary's, checks are carried out by the HR department. They are required to follow the flow chart below.



## 10. Managing child on child sexual violence and sexual harassment – FLOW CHART.



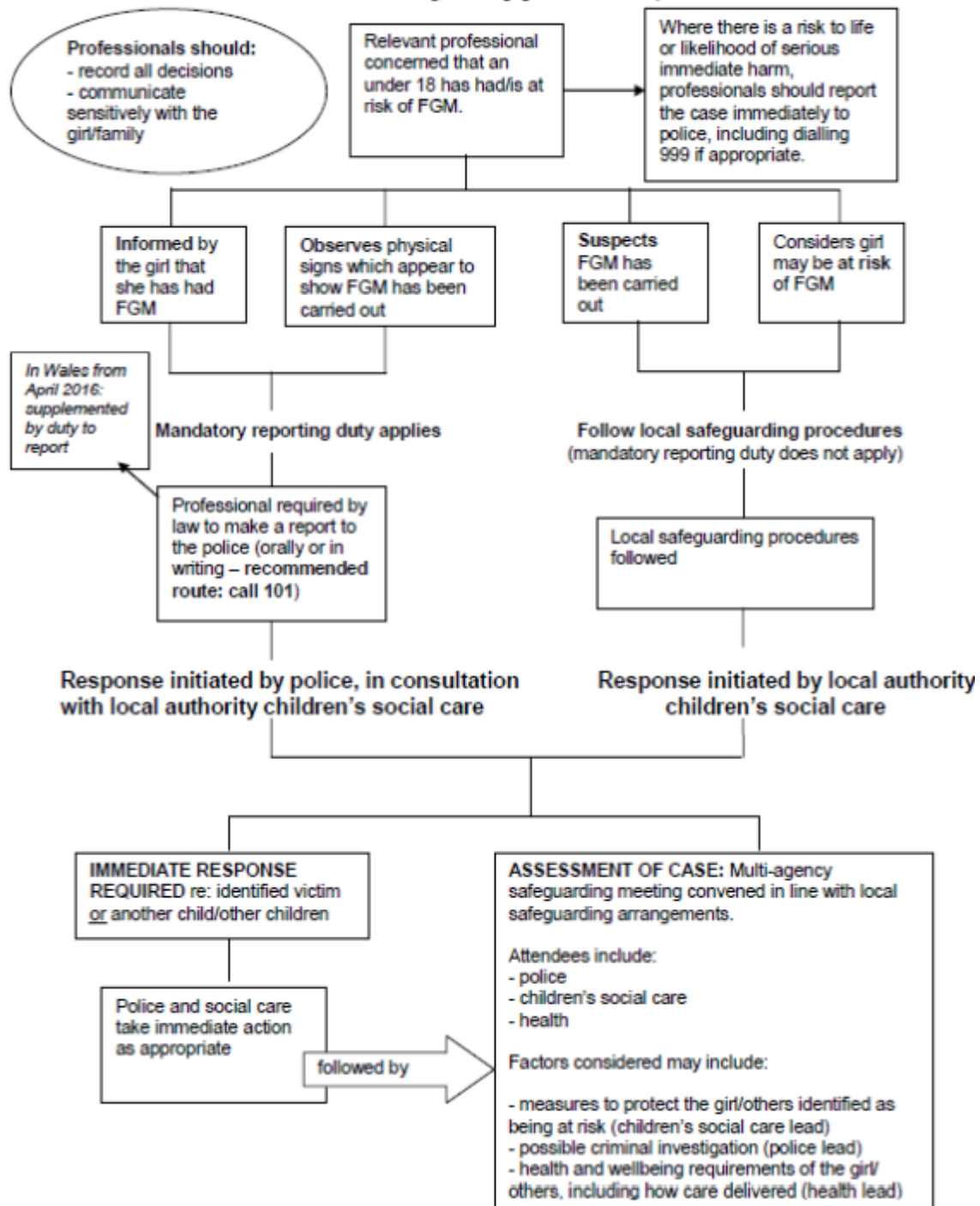
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Source:  
\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SV5H Flowchart

## 11. Procedures for reporting FGM Flow Chart

*This process map is intended to demonstrate where the FGM mandatory reporting duty fits within existing processes. It is not intended to be an exhaustive guide, and should be considered in the context of wider safeguarding guidance and processes.*



1

## SECTION D:

### Definitions:

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.
- **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.
- **Contextual Safeguarding** is an approach to understanding, and responding to, young people who follow others beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.
- **Early help** means providing help and support to meet the needs of children as soon as problems emerge.
- **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.

### Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing the impairment of children's mental health, physical health, or development.
- ensuring the children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

School staff are particularly important, as they are able to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating (KCSIE 2024).

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether

harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

• **Susceptible children:** Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care Plan).
- has English as an additional language.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, or exploitation.
- is at risk of being radicalised or exploited.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;  
<https://www.gov.uk/government/collections/domestic-abuse-bill>
- is misusing drugs or alcohol themselves.
- has returned home to their family from care; and
- is a privately fostered child.

#### **MAIN TYPES OF ABUSE:**

**Emotional abuse:** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying 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.
  - interactions that are beyond a child's developmental capability.
  - overprotection and limitation of exploration and learning.
  - preventing the child from participating in normal social interaction.
  - seeing or hearing the ill-treatment of another.
  - serious bullying (including cyberbullying).
  - causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglectful abuse:** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing, and shelter, including exclusion from home or abandonment.
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision, including the use of inadequate care givers.

- ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>.

**Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning, 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 deliberately induces, illness in a child.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2023).

## **Other Forms of Abuse, Harm and Risk**

### **Child on Child Abuse**

Child on child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. Children can experience child on child sexual abuse in a wide range of settings, including at school, at home or in someone else's home. Child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

The guidance of Keeping Children Safe in Education strengthens this even further and underlines the idea that these are abusive behaviours which may indicate that the perpetrator may present as an on-going risk to students. This is harmful sexual behaviour that must be addressed to 'help prevent problematic, abusive and/or violent behaviour in the future'.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. The many forms that child-on-child abuse might take can be found in paragraph 49.

### **Children who are absent from education**

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

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

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

St Mary's abides by the law to have an admission register and an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. <https://www.gov.uk/government/publications/children-missing-education>

St Mary's must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g., home education, have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Where parents or carers are considering removing their child from school to educate them from home where there is an EHCP the Local Authority will need to review the plan whilst working closely with parents/carers.
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. Schools should contact the Admissions Team: Tel: 01753 475111. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

St Mary's school recognises it must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

St Mary's school works in conjunction with the Local Authority by using the updated guidance on school attendance Working together to improve school attendance <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

(a) in exchange for something the victim needs or wants; and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can

legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

### **Child Criminal Exploitation (CCE)**

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Slough and the UK, while also simultaneously victimising susceptible young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

### **County Lines**

Is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines. They exploit children and susceptible adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives, and firearms.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Further information can be found here: Child Criminal Exploitation - <https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/advice.page?id=wq-Q01CABK0>

### **Digital Safety & Remote Learning**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation, cyber-bullying- technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material.
- contact: being subjected to harmful online interaction with other users.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

Our school ICT and mobile phone policies reinforce the importance of online safety, including making parents aware of what our school asks children to do online (e.g., sites they need to visit or who they'll be interacting with online). Our governing body is doing all that they reasonably can to

limit children's exposure to the risks from the school's IT system and ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

For online safety, there is recognition in this guidance that most children are using data on their phones, outside school. At St Mary's we do not allow mobile phones during the school day for pupils and our internet system has filters and is monitored. We also have a policy about children accessing the internet whilst they're at school.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, our governing body makes consideration of the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks. The appropriateness of any filters and monitoring systems are a matter for our governing body and will be informed in part, by the risk assessment required by the Prevent Duty.

School has identified and assigned roles and responsibilities to manage filtering and monitoring systems and will review filtering and monitoring provision at least annually, block harmful and inappropriate content without unreasonably impacting teaching and learning following the Government Guidance on filtering and monitoring.

<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. There is guidance below designed to help parents and carers to keep their children as safe as possible when online: Internet safety advice from the NSPCC: [Keeping children safe online | NSPCC](#)

The policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some of our pupils to attend in person. (All IT policies are located on public data)

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

### **Domestic Abuse**

The definition of Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

Staff and governors need to be aware that domestic abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members or within older sibling intimate relationship abuse. Exposure to domestic abuse and/or violence can have a *detrimental and long-term impact on their health, well-being, development, and ability to learn*. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

It has been recognised in KCSIE 2024 that domestic abuse or harm *can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children*

*may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.*

### **Drugs and Alcohol**

Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum.

### **Early Help Hub**

Schools will be able seek advice from Early Help Hub about services available to support pupils in need of additional support and to refer pupils and families deemed to be at Level 2 to Early Help Hub.

If you want to speak to a member of the Early Help Hub team, please call 01753 476 589. To submit a MARF: [sloughchildren.referrals@sloughchildrenfirst.co.uk](mailto:sloughchildren.referrals@sloughchildrenfirst.co.uk)

### **Extremism (also refer to radicalisation)**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes.
- glorifying violence, especially to other faiths or cultures.
- making remarks or comments about being at extremist events or rallies outside school.
- evidence of possessing illegal or extremist literature.
- advocating messages like illegal organisations or other extremist groups.
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour.
- online searches or sharing extremist messages or social profiles.
- intolerance of difference, including faith, culture, gender, race, or sexuality.
- graffiti, artwork or writing that displays extremist themes.
- attempts to impose extremist views or practices on others.
- verbalising anti-Western or anti-British views.
- advocating violence towards others.

If staff have a concern regarding a child that might be at risk of Honour Based Violence (HBV) or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy).

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil.

You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk).

Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist.

### **Fabricated or Induced Illness / Perplexing Presentation**

Staff must be aware of the risk of children being abused through fabricated or induced illness (FII).

There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.

- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means.

Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists for example.

### **Faith Based Abuse**

This policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

*'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'*

When this type of abuse is suspected staff will make a referral to the MASH Team for support and guidance. <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

### **Female Genital Mutilation Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. As professionals we need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:

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

Belief that:

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

However, FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening are:

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

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities.
- Behaviour changes on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinal tract infection.
- Disclosure.

If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty -From October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the Slough Borough Front Door as appropriate.

## **Forced Marriage**

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some susceptible adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

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

With Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools'/ colleges act without delay. Chaz Akoshile, joint head of the Forced Marriage Unit, says "The one thing we always say is to always implement the one chance rule in every case. It is important each case of forced marriage is taken seriously as you may get only one opportunity to make a difference to the potential victim's life. After which time you may then never hear from them again."

In the cases of some susceptible adults who lack the capacity to consent, coercion is not required for a marriage to be forced. If families must resort to violence or coercion alluded to above to make someone marry, that person's consent has not been given freely and it is therefore considered a forced marriage. Where a person lacks the capacity to consent, an offence is also capable of being committed by any conduct carried out with the purpose of causing the victim to marry, whether it amounts to violence threats or any other form of coercion. A person's capacity to consent can change.

In addition, since February 2023 it has also become a crime to carry out any conduct whose purpose is to cause a child to marry before their 18<sup>th</sup> birthday.

With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with learning disabilities are given no choice and/or do not have the capacity to give informed consent to marriage and all it entails.

For more information, see:

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>

## **Gang and Youth / Serious Violence**

Children and Young People who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed susceptible. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse <https://www.gov.uk/government/publications/serious-violence-strategy>

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A few of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g., knife crime).

### **Grooming**

Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit, and abuse them. Grooming has been highlighted in the managing allegations section in terms of professionals also in Keeping Children Safe in Education (2024).

Examples of grooming are.

- giving gifts.
- special attention to the child.
- making the child feel special or indebted to an adult.
- making close physical contact sexual such as inappropriate wrestling/play fighting.

Grooming is also linked to county lines, child sexual exploitation.

The six stages of grooming are.

- targeting a victim.
- gaining trust.
- filling a personal need.
- isolating the child.
- chasing regular contact.
- maintaining control.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. [Homelessness Reduction Act: policy factsheets - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/factsheets/homelessness-reduction-act-policy-factsheets). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.

### **Knife Crime**

Knife crime is prevalent in the Slough area with teenage groups of children. It is considered that knife crime is linked to county lines where the susceptible children are preyed upon by young individuals for them to be part of a disturbing group.

### **Modern Day Slavery**

Modern slavery is defined as the recruitment, movement, harbouring or receiving of children, women or men using force, coercion, abuse of susceptibility, deception or other means for the purpose of exploitation. Modern day slavery is when the child appears to be under the control of someone else and reluctant to interact with others. They have no personal identification, have very few belongings and not able to move around freely. Victims of modern slavery can be any age, gender, nationality, and ethnicity. They are tricked or threatened into work and may feel unable to leave or report the crime through fear or intimidation. They may not recognise themselves as a victim.

Types of modern slavery include:

- **Human trafficking** – adults and children are traded so they can be exploited by others for commercial gain.
- **Forced labour** – victims are forced to work against their will, often working very long hours for little or no pay in dire conditions under verbal or physical threats of violence to them or their families. It can happen in many sectors of the economy.
- **Sexual exploitation** – victims are pressurised to perform non-consensual or abusive sexual acts, such as prostitution, escort work and pornography. Women and children make up most victims, but men can also be affected.
- **Criminal exploitation** – often controlled and maltreated, victims are forced into crimes such as cannabis cultivation or pickpocketing against their will. They might also have their benefits taken over by their exploiter.
- **Organ harvesting** – the illegal removal of a person's internal organs which can then be sold.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked.

It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller, or migrant families – who collectively go missing from school.

If a member of the school staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately.

### **Online Safety**

At St Mary's we have a duty to keep children safe whilst online.

- Annex C of Keeping Children Safe in Education (September 2023) offers some good tips, resources to assist schools with their monitoring of online within the school's infrastructure, and how children access the internet whilst they're at school. The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation;

radicalisation; sexual predation: technology often provides the platform that facilitates harm.

- An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
  - **content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.
  - **contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

At St Mary's we use SENSO, a monitoring and filtering programme to monitor online behaviours with our computers, laptops, tablet and phone devices. As part of our service agreement all parents who loan a laptop are informed of this and sign an agreement to accept the terms and conditions. If a serious breach has occurred parents will be informed of the online breach that was traced at home or at school. Should a staff member be flagged as a concern this will be monitored by the DSL and if this requires an investigation it will be escalated to the headteacher.

### **Parent/Carer Mental Health**

Most Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in 'working with parents with mental health problems and their children. [Think child, think parent, think family: Introduction - Think Family as a concept, and its implications for practice \(scie.org.uk\)](#)

Our approach is to recognise; seek support; instil preventive factors and monitor. Designated Safeguarding Lead should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. The link below details the Early Help services available to children, young people, and their families. Slough Children First. [Early Help | The Link \(slough.gov.uk\)](#)

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially susceptible group who should be monitored by the local authority, particularly when the child has come from another country.

In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering

arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **Prevent**

### **Radicalisation**

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. Here is a link to the prevention of radicalisation to inform adults about signs and behaviours.

[https://educateagainsthate.com/radicalisation-and-extremism/?utm\\_source=KCSIE&utm\\_medium=GOVUK&utm\\_campaign=CED](https://educateagainsthate.com/radicalisation-and-extremism/?utm_source=KCSIE&utm_medium=GOVUK&utm_campaign=CED)

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment.
- working in partnership.
- staff training.
- IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### **Channel**

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. An individual will be required to provide consent before any support delivered through the Channel Programme is provided.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area.

Following a referral, the panel will assess the extent to which identified individuals are susceptible to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Schools are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here: <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

### **So-called 'honour-based' violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South, and Eastern European for example. This is not an exhaustive list.

### **Sexual Consent**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales](#)

- a child under the age of 13 can never consent to any sexual activity.

- the age of consent is 16.

### **Sexual harassment, violence, harmful sexual behaviours**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault. It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges is here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf))

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff.

Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination. Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding [https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights-outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response](https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response).

Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.

We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to: [Sexual violence and harassment between children in schools guidance: CASPAR briefing | NSPCC Learning](#)

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should

be supported by the school's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

### **Upskirting**

This is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

## Section E

### 1. Local Authority Contact Details provided by the Local Authority

Area of Responsibility	Contact Details
<p><b>LA Safeguarding Lead</b></p>	<p><b>07561116580 Zarine Power</b>  <a href="mailto:Zarine.power@slough.gov.uk">Zarine.power@slough.gov.uk</a>            (Safeguarding in Education Professional)            Slough Borough Council            Observatory House,            25 Windsor Road,            Slough SL1 2EJ</p>
<p><b>Referral to LA:</b>            Young person is being harmed through abuse or neglect. Between the hours of 9-5.</p>	<p>Phone: <b>01753 875362</b>  <a href="mailto:Sloughchildren.referrals@sloughchildrenfirst.co.uk">Sloughchildren.referrals@sloughchildrenfirst.co.uk</a>            Phone: <b>01753 477321</b></p> <p>Out of Hours: <b>01344 351999</b></p>
<p><b>Local Authority Designated Officer (LADO):</b>            Every local authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who coordinates the response to concerns that an adult who works with children may have caused them or could cause them harm.</p>	<p>Phone: <b>07927 681858</b>            Email: <a href="mailto:LADO@sloughchildrenfirst.co.uk">LADO@sloughchildrenfirst.co.uk</a>  <b>Dawn Lisles</b>  <a href="https://www.sloughsafeguardingpartnership.org.uk/">https://www.sloughsafeguardingpartnership.org.uk/</a></p>
<p><b>Police</b></p> <p><b>Prevent</b>            Involvement with drugs, gangs and knife crime, individuals vulnerable to being brainwashed and groomed into radicalisation can be helped. Prevent seeks to increase understanding among frontline staff and community members. They are offered training to raise their awareness on how to better support their communities. <b>A confidential process Concerned with all forms of extremism</b> is a safeguarding panel which supports Prevent. It is a confidential and voluntary process where safeguarding professionals meet to discuss support options which can be offered to vulnerable residents.</p>	<p>Phone: <b>101</b> <a href="http://www.thamesvalley.police.uk">www.thamesvalley.police.uk</a> (999 in case of emergency)  <a href="https://www.slough.gov.uk/xfp/form/163?type=prevent">https://www.slough.gov.uk/xfp/form/163?type=prevent</a>  <b>National referral form –</b>  <a href="mailto:preventreferralslough@thamesvalley.pnn.police.uk">preventreferralslough@thamesvalley.pnn.police.uk</a></p>

## **2. Other Local Support Services and Helplines**

<p><b><u>Active Slough</u></b> The Get Active programme runs a large variety of sport and physical activity sessions. There are activities available for everyone, different age groups, gender and ability.</p>	<p>Phone: <b>01753 875784</b> <a href="mailto:activeslough@slough.gov.uk">activeslough@slough.gov.uk</a></p>
<p><b><u>Advocacy in Slough</u></b> Advocacy in Slough is a free, confidential service provided by independent organisations, working in partnership to provide a range of independent advocacy services to residents of Slough. Advocacy in Slough provide the following types of Advocacy: Generic Advocacy, Care Act Advocacy, NHS complaints Advocacy, IMHA – Independent Mental Health Advocacy and from Sept 2016 IMCA – Independent Mental Health Capacity Advocacy.</p>	<p>Phone: <b>01753 415299</b> Text: <b>07713711999</b> <a href="http://www.advocacyinslough.org.uk">www.advocacyinslough.org.uk</a> <a href="mailto:info@advocacyinslough.org.uk">info@advocacyinslough.org.uk</a></p>
<p><b><u>Autism Berkshire</u></b> Autism Berkshire is the county’s leading autism charity, offering a wide range of services to support individuals and families living with autism. We also run regular training workshops in Slough for parents and carers, offering advice about a range of topics and a support group, which gives an opportunity to hear from guest speakers, ask questions and share experiences with other parents and carers in a friendly and informal setting. Courses for autistic adults about social and life skills are also available.</p>	<p>Phone: <b>01189 594 594</b> Autism Berkshire 40 Caversham Road Reading RG1 7EB <a href="http://www.autismberkshire.org.uk">www.autismberkshire.org.uk</a> <a href="mailto:contact@autismberkshire.org.uk">contact@autismberkshire.org.uk</a></p>
<p><b><u>Carers Helpline</u></b></p>	<p>Phone: 01753 303428 <a href="mailto:sloughcarers@gmail.com">sloughcarers@gmail.com</a></p>
<p><b><u>Child Bereavement UK</u></b> Helping children, young people, parents and families to rebuild their lives when a child grieves or when a child dies.</p>	<p>Helpline: <b>0800 0288840</b></p>
<p><b><u>Childcare Choices</u></b> All about Government help with childcare costs, including 15 to 30 hours free childcare, Tax-Free Childcare, tax credits, Universal Credit, vouchers and support.</p>	<p><a href="http://www.childcarechoices.gov.uk">www.childcarechoices.gov.uk</a></p>
<p><b><u>Child Maintenance Options</u></b> Provides free impartial information and advice to help parents make informed choices about child maintenance.</p>	<p>Phone: 0800 988 0988 <a href="http://www.cmoptions.org">www.cmoptions.org</a></p>
<p><b><u>Counselling service: Number 22</u></b> A registered charity providing free and confidential counselling to adults and young people in Windsor, Maidenhead and Slough, supporting those in distress where clients can feel valued and heard. Number 22 provides counselling, advocacy and independent visiting services to the community, free at the point of use.</p>	<p>Phone: <b>01628 636661</b> <a href="https://number22.org/enquiry-form/">https://number22.org/enquiry-form/</a></p>
<p><b><u>Citizen Advice East Berkshire</u></b> Initial advice is available on issues such as Benefits, Money matters, Housing, Work, Relationship Matters etc. Their work can improve people’s financial situation and health; reducing stress and increasing people’s confidence to deal with their own problems. They can be contacted by telephone and by email,</p>	<p><b>Drop-in service:</b> Chalvey Community Hub, Ladbrooke Road, Slough, Berkshire, SL1 2SR Thursdays 10am-12.15pm Initial advice sessions are available on a drop-in basis Citizens Advice also provide the following national helplines:</p>

<p>where they will do an assessment and provide initial advice or signposting to other relevant organisations.</p>	<p><b>Universal Credit Help to Claim:</b> 0800 144 8 444 for first time Universal Claim application and queries – 8am to 6pm, Monday to Friday  <b>Consumer Helpline:</b> 0808 223 1133 If you have a problem with something you’ve bought or a service you’ve received – 9am- 5pm Monday to Friday  <b>Debt Helpline:</b> 0800 240 4420 If you need help with money or debt – 8am and 7pm, Monday to Friday  Email: <a href="mailto:advice.sl@caeb.org.uk">advice.sl@caeb.org.uk</a>  <b>Freephone:</b> 0808 1697766 9am-3pm Monday – Friday  <b>Local line:</b> 01753 981040  <b>Website:</b> <a href="https://www.citizensadvice.org.uk/">https://www.citizensadvice.org.uk/</a></p>
<p><b><u>Home Start – for families with a child under the age of 5</u></b></p> <ul style="list-style-type: none"> <li>• Being alongside mothers with post-natal depression to help them cope with the changes that come with a new baby.</li> <li>• Helping practically with hospital and other appointments for isolated parents.</li> <li>• Providing an extra pair of hands for harassed and busy mums who are coping with three or more children under school age.</li> <li>• Giving a tired parent a rest by taking the children to a local park.</li> <li>• Being a ‘mum’ to a single parent in need of someone to care about them as well as their children.</li> <li>• Listening to parents with problems and befriend them through tough times. Helping families who are new to the area to meet new people and feel less isolated.</li> <li>• Introducing parents to support networks that are available locally.</li> <li>• Being alongside a family if they are going through a difficult time where they have children who need child protection.</li> <li>• Helping teach parents how to cook healthy food for their children.</li> </ul>	<p>Phone: <b>01753 572958</b>  <a href="mailto:office@hsslough.co.uk">office@hsslough.co.uk</a></p>
<p><b><u>Household Support Fund</u></b>  The grant helps families, pensioners and individuals who struggle to pay for basic living costs, such as:</p> <ul style="list-style-type: none"> <li>• food</li> <li>• energy</li> <li>• water bills</li> <li>• Essentials linked to the above such as, sanitary products, warm clothing, soap, blankets.</li> </ul>	<p><a href="https://www.slough.gov.uk/benefits-support/household-support-fund/2">https://www.slough.gov.uk/benefits-support/household-support-fund/2</a></p>
<p><b><u>Hestia</u></b>  Confidential information and advice to individuals and families affected by domestic abuse.</p>	<p>Phone: <b>01753 477 352</b>  <a href="http://hestia.org">hestia.org</a>  <a href="mailto:info@hestia.org">info@hestia.org</a></p>
<p><b><u>Salvation Army – Slough</u></b></p>	<p>Phone: <b>01753 525819</b>  <a href="http://www.salvationarmy.org.uk/slough">www.salvationarmy.org.uk/slough</a></p>

<p>A warm welcome awaits you at your local Salvation Army church. We deliver relevant and vibrant ministry to every generation, while offering hope.</p>	
<p><b><u>The Samaritans</u></b>  Samaritans' strategy:  Tackling suicide together  Campaign for a suicide-safer internet  Equality, Diversity and Inclusion at Samaritans.</p>	<p>Free call: <b>116123</b>  Email - <a href="mailto:jo@samaritans.org">jo@samaritans.org</a></p>
<p><b><u>Sorting Separation</u></b>  Information and advice for people looking for support and help after a separation.</p>	<p><a href="http://www.sortingoutseparation.org.uk">www.sortingoutseparation.org.uk</a></p>
<p><b><u>Slough Family Information Service</u></b>  Information for families on a range of issues including childcare, finances, parenting and education.</p>	<p>Phone: <b>01753 476589</b>  <a href="mailto:fis@slough.gov.uk">fis@slough.gov.uk</a></p>
<p><b><u>Slough Foodbank</u></b>  Slough is one of over 415 foodbanks providing emergency food to people in crisis nationwide.</p>	<p>Phone: <b>01753 550303</b>  <a href="http://www.slough.foodbank.org.uk">www.slough.foodbank.org.uk</a>  <a href="mailto:office@slough.foodbank.org.uk">office@slough.foodbank.org.uk</a></p>
<p><b><u>Slough Refugee Support</u></b>  Information and advice services for refugees and asylum seekers. Includes immigration, education, employment, housing, health, asylum procedures, benefits, English classes and a wide range of support services.  <b>Opening Hours</b>  <i>Monday – Closed. Tuesday 10am – 12pm noon drop-in  Wednesday Appointments for Casework. Thursday 10am -12 noon drop in and Friday 10am – 12 noon drop in.</i></p>	<p>Phone: <b>01753 537142</b>  28 Bath Road, Slough, SL1 3SR  <a href="http://www.sloughrefugeesupport.org.uk">www.sloughrefugeesupport.org.uk</a>  <a href="mailto:srsinfo@sloughrefugeesupport.org.uk">srsinfo@sloughrefugeesupport.org.uk</a></p>
<p><b><u>Special Voices</u></b>  Information and Advice for Parent Carers.</p>	<p>Phone: <b>07990 693439</b>  Classroom 3  Cippenham Baptist Church, 11 Elmshot Lane, Slough SL1 5QS  <a href="http://www.specialvoices.co.uk">www.specialvoices.co.uk</a>  <a href="mailto:info@specialvoices.co.uk">info@specialvoices.co.uk</a></p>
<p><b><u>Turning Point</u></b>  Information and advice to support people with drug or alcohol issues, a mental health concern, learning disability or employment solution.</p>	<p>Phone: <b>01753 692548</b>  Turning Point  Maple House, 95 High St, Slough SL1 1DHL  <a href="http://www.turning-point.co.uk">www.turning-point.co.uk</a>  <a href="mailto:info@turning-point.co.uk">info@turning-point.co.uk</a></p>

# **St Mary's Church of England Primary School**



*Learn. Grow. Achieve. Flourish.*

## **3. Staff Safeguarding Responsibilities & Agreement**

Safeguarding can be defined as 'keeping children, young people and adults at risk, safe from harm'. At St Mary's all staff, workers and volunteers share responsibility for safeguarding and promoting the welfare of children, young people and adults at risk. The Safeguarding agreement below sets out what is required. The Contract also supports the DfE Keeping Children Safe in Education (All staff are required to read the most up to date KCSIE document Part one. The document should be read and followed in its entirety by the governing body and senior leadership teams.) which you must read on commencement of your role and ensure that you understand. Please speak to your year lead or line manager if you are unclear or require further clarification on this, in relation to your role.

As a member of staff, the responsibilities under Safeguarding forms part of your employment agreement. As a volunteer, agency or other worker it forms part of the agreement for your role. Everyone working at St Mary's whether in a paid or unpaid role is expected to adhere to these responsibilities and you will be asked to sign and return it as acceptance of your commitment to it. You will be required to undertake training in safeguarding and discuss your responsibilities with your induction lead or DSL.

### **The Safeguarding agreement:**

- ♣ makes clear what is required of all staff, workers and volunteers.
- ♣ supports staff, workers and volunteers in meeting their obligations.
- ♣ enables staff, workers and volunteers to raise concerns without fear of recrimination.
- ♣ reduces the risk of misplaced or malicious allegations by clarifying responsibilities.

### **Staff, workers, and volunteers must abide by the following:**

- ♣ Engage in regular training, know what to look out for, and apply this to raise concerns around safeguarding.
- ♣ Establish and maintain a safe environment where children feel secure, are encouraged to talk, and are listened to.
- ♣ Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
- ♣ All teaching staff plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- ♣ Attend regular training to be aware of and alert to the signs of abuse.
- ♣ Maintain an attitude of "it could happen here" with regards to safeguarding.
- ♣ Report on CPOMS any incidents or concerns that cause you to believe that a child, young person, or adult at risk is, or is likely to be, at risk of harm. This includes a requirement under the Prevent duty to report if you suspect that a child or adult at risk may be under the influence of radicalisation or extremism.
- ♣ Treat information with confidentiality but never promising to "keep a secret".
- ♣ Support pupils in line with their child protection plan.

- ♣ Notify DSL of any child on a child protection plan who has unexplained absence.
- ♣ Liaise with other agencies that support pupils and provide early help.
- ♣ In the context of early help, staff will notify colleagues and/or parents of any concerns about their child/ren, and provide them with, or signpost them to, opportunities to change the situation.
- ♣ St Mary's will support any staff member, worker or volunteer who raises a legitimate concern about the actions of others.
- ♣ Please refer to St Mary's Whistleblowing procedure if you feel an incident or concern cannot be reported to your manager or your manager's manager.
- ♣ You must disclose any criminal record, caution, reprimand, or warning whether received prior to or during your work or volunteering for St Mary's. For the avoidance of doubt, this requirement is in addition to any other published requirement for disclosure as part of your work or volunteering.
- ♣ Inform your manager of any ongoing or past child protection investigation(s) that have involved yourself.
- ♣ Ensure you know who the DSL and deputy DSLs are and know how to contact them.

**It is not permissible (and in some instances may be unlawful) for you to:**

- ♣ use your position to intimidate, bully, threaten, discriminate against, coerce or undermine children and young people, adults at risk, volunteers or staff.
- ♣ behave or communicate with children, young people or adults at risk in ways which seek to build inappropriate relationships in order to abuse or put them at risk.
- ♣ use a relationship with a service user or their family for personal gain. Gift-giving and the acceptance of presents should only take place in line with St Mary's information located in the Staff Handbook and should be agreed with an SLT member.
- ♣ give special rewards or privileges to build inappropriate relationships with children and young people or adults at risk.
- ♣ engage in, or attempt to engage in, sexual or inappropriate relationships with children, young people or adults at risk for whatever reason, including the use of suggestive conversations, comments, texting or emails.
- ♣ possess indecent images of children; this will always be reported to the police regardless of the explanation provided.
- ♣ carry out your duties or volunteering whilst adversely affected by alcohol, solvents, or drugs.
- ♣ encourage or assist others to break the law in any way.

You will conduct yourself in accordance with our Safeguarding responsibilities in all your work/volunteering for St Mary's. Any breach of this agreement may result in disciplinary action including dismissal, or the termination of your working agreement or involvement as a volunteer with St Mary's, as appropriate.

In certain circumstances, if following investigation breaches of the agreement are found, such action will also result in reports to Regulatory bodies, relevant Local Authorities and/or the police.

I confirm that I have read and understood St Mary's Safeguarding responsibilities and contract and agree to abide by its contents. Please print name: Signed & Date.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## St Mary's Church of England Primary School



*Learn. Grow. Achieve. Flourish.*

### **4. Senior Leadership Safeguarding Responsibilities and Agreement**

- ♣ We will work collaboratively with other agencies to promote early help for young people and families before their needs escalate to a point where intervention would be needed via a statutory assessment.
- ♣ Ensure all staff understand the role of the DSL and are aware of systems within their school which support safeguarding. To make sure all staff are committed to the safeguarding of all its pupils at St Mary's school.
- ♣ We will work in partnership with other agencies to safeguard and promote the welfare of all children in keeping with the Slough Safeguarding Board and Statutory Guidance.
- ♣ Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register.
- ♣ We will ensure that safer recruitment practices and safeguarding policies and procedures set out a culture of vigilance and challenge.
- ♣ We will provide induction and regular training that enable all adults to recognise and report signs of abuse and neglect; act in the interests of the child and maintain an attitude 'it could happen here'.
- ♣ We will undertake regular safeguarding training and complete KCSIE reading materials and questionnaire annually.
- ♣ Treat any information shared by staff or pupils with respect and follow procedures.
- ♣ Provide copies of policies, including the Safeguarding and Child Protection Policy, Staff Code of Conduct and a copy of part one of Keeping Children Safe in Education to all staff at induction.
- ♣ In meetings and in communication, we will treat all those involved with dignity, respect and professionalism under the requirements of the disability and equal opportunities act, position within a case/family and their behaviours.
- ♣ We will challenge ourselves and others to ensure actions are completed in a timely way and press for reconsideration if the situation does not improve.
- ♣ We will quality assure all safeguarding practices including maintaining support and oversight of the Designated Safeguarding Lead and Safeguarding Team, their actions and decisions and record keeping expectations.
- ♣ We will ensure all adults working with young people follow an agreed set of responsibilities that promotes safe working practices and makes expectations clear, including the understanding that anyone can make a referral.
- ♣ We will complete any actions arising from the Local Authority's Safeguarding Audit in order to ensure policies and procedures follow Local Authority and statutory guidance.
- ♣ Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- ♣ Ensure that allegations or concerns against staff are dealt with in accordance with guidance from the Department for Education (DfE), Slough Local Safeguarding Children Board (LSCB).
- ♣ We will implement any learning arising from serious case reviews, for example the need to listen and respond to the views of children, especially when assessing their needs.
- ♣ We will provide our pupils with a curriculum which promotes their safeguarding and enables them to maintain healthy relationships.

I confirm I have read and understand the safeguarding requirements as a senior leader at St Mary's Church of England Primary school. I agree to follow this agreement.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## St Mary's Church of England Primary School



*Learn. Grow. Achieve. Flourish.*

### **5. Governor Safeguarding Responsibilities and Agreement**

The role of a governor in safeguarding children is an important one and carries core responsibilities. Members of the governing body must agree to fulfil their responsibilities.

The governing body members will.

- ♣ Engage in the governance induction programme within the first year of joining a governing body.
- ♣ Appoint a governor who oversees safeguarding and child protection policy and procedures.
- ♣ Ensures the school has effective safeguarding policies & procedures including a safeguarding and child protection policy and a staff code of conduct.
- ♣ Ensure that the Safeguarding and Child Protection Policy is updated at least annually and available publicly (via the school website).
- ♣ Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education.
- ♣ Recruitment, selection and induction to follow safer recruitment practice.
- ♣ Ensure appropriate filters and appropriate monitoring systems are in place to safeguard pupils from potentially harmful and inappropriate online material.
- ♣ A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description.
- ♣ Ensure staff and governors have been trained appropriately and this is updated in line with guidance.
- ♣ Provide opportunities for staff to contribute to promote and shape safeguarding arrangements and child protection policy so recognising the experience and expertise of their staff.
- ♣ Ensure that all staff and governors read at least Part one of Keeping Children Safe in Education and annex A, complete the questionnaire, which is then returned to the DSL or Headteacher.
- ♣ Monitor the school effectiveness including SCR, pupil and staff interviews, website checks, policy approval.
- ♣ Ensure children are taught about safeguarding, including online safety, through teaching and learning opportunities.
- ♣ Ensure the Headteacher provides at least an annual safeguarding report to the governing body.
- ♣ Hold the Head teacher to account to ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- ♣ The Chair of Governors is responsible for managing any safeguarding allegations against the Headteacher.

I agree as a governor to uphold the governance responsibilities

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## St Mary's Church of England Primary School

Building a Safeguarding Culture through CPD: DSL lead 2024/2025

Term	Behaviour & Safeguarding Themes	Teachers	Lunch Time Staff (SS)	Support Staff office & all other staff
<b>Autumn 1</b>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Teachers – Safer Classroom Practice &amp; KCSIE updates 24/25</li> <li>Support staff – Safer Classroom Practice &amp; KCSIE updates 24/25</li> </ul>	PDS: 3rd September 2024 INSET	10 <sup>th</sup> September 2024 10.30 – 11 with Saba 11 – 11.30 Safeguarding	3 <sup>rd</sup> September 2024 INSET
<b>Autumn 2</b>	<b>Be Respectful</b> <ul style="list-style-type: none"> <li>Teachers – How to manage difficult conversations – Sharing concerns with parents</li> <li>Support Staff — How to manage difficult conversations – Sharing concerns with parents</li> </ul>	PDS: 4 <sup>th</sup> November 2024	12 <sup>th</sup> November 2024 10.30 – 11 with Saba 11 – 11.30 Safeguarding	6 <sup>th</sup> November 2024 1.45
<b>Spring 1</b>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Teachers -PREVENT – Mr Ali</li> <li>Support staff – As above</li> </ul>	PDS: 6 <sup>th</sup> January 2025 3.30pm-4.30pm	7 <sup>th</sup> January 2025 10.30 – 11 with Saba 11 – 11.30 Safeguarding	17 <sup>th</sup> January 2025 1.45
<b>Spring 2</b>	<b>Be Responsible</b> <ul style="list-style-type: none"> <li>Teachers –Domestic Violence &amp; substance misuse</li> <li>Support staff – As above</li> </ul>	PDS: 24 <sup>th</sup> February 2025  3.30pm-4.30pm	25 <sup>th</sup> February 2025 10.30 – 11 with Saba 11 – 11.30 Safeguarding	7 <sup>th</sup> March 2025 1.45
<b>Summer 1</b>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>Teachers – Grooming</li> <li>Support staff – As above</li> </ul>	PDS: 28 <sup>th</sup> April 2025 3.30pm-4.30pm	6 <sup>th</sup> May 2025 10.30 – 11 with Saba 11 – 11.30 Safeguarding	2 <sup>nd</sup> May 2025 1.45
<b>Summer 2</b>	<b>Be Safe</b> <ul style="list-style-type: none"> <li>Teachers – School reflective Case Study</li> <li>Support staff – As above</li> </ul>	PDS: 2nd June 2025 INSET	4th June 2025 10.30 – 11 with Saba 11 – 11.30 Safeguarding	3June 2025 1.45