


Slough and Eton Church of England Business and Enterprise College



Child Protection and Safeguarding Policy

Owner:	Mrs Catherine Goodyear
Ratified by Governing Body:	
Date Ratified:	01/12/2020
Date Policy to be reviewed:	Autumn 2021

CHILD PROTECTION AND SAFEGUARDING POLICY

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1. Context

This policy should be read in conjunction with the School's Attendance Policy, Sex & Relationships Policy, E-Safety Policy and Whistleblowing Policy.

Slough and Eton Church of England Business and Enterprise College is committed to safeguarding and promoting the welfare of children within the school as stated in the statutory guidance 'Keeping Children Safe in Education' (2020), 'Working together to Safeguard Children' (2018) 'Statutory guidance on inter-agency working to safeguard and promote the welfare of children', and under Section 11 of the Children Act 2004 (revised March 2007). We believe it is everyone's responsibility to protect children and to put their needs and welfare first.

Slough and Eton Church of England Business and Enterprise College, in line with the recommendations of Slough Borough Council, follows the Slough Safeguarding Partnership's Child Protection Procedures which can be found online at <http://berks.proceduresonline.com/slough/index.html> and also the Government publications: 'Keeping Children Safe in Education' (2020) 'Working together to safeguard children (2018)' and 'What To Do If You're Worried a Child is Being Abused (Revised 2015)'.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable children to have the best outcomes. 'Children' includes everyone under the age of 18. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

2. Key Principles

- We aim to create and maintain a safe learning environment and to identify safeguarding concerns and take action to address them, in partnership with other organisations where appropriate.
- The interests of the child are paramount and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.
- Everyone who comes into contact with children and their families has a role to play in safeguarding children. All adults have a responsibility to take action in the ways set out in this policy. All adults at Slough & Eton Church of England Business and Enterprise College are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- All adults have a personal responsibility to take immediate action when there is suspicion of significant harm to a child. Research has repeatedly shown the dangers of failing to take prompt, effective action.
- Record keeping is essential at each stage and all documents should be kept to the standards outlined in Slough and Eton Church of England Business and Enterprise College's recording procedures. This procedure also covers disclosures made in electronic communications (e-mail or text messaging).
- We integrate the Prevent Duty and anti-radicalisation strategies into our safeguarding training,

ethos and procedures. We acknowledge our responsibility to provide information and support to students and staff in order to stop children becoming radicalised and/or supporters of terrorism. We have staff trained in 'Prevent' and they provide advice/support to other members of staff on protecting children from the risk of radicalisation. Staff are required to report concerns relating to radicalisation in the same manner as any other safeguarding concern. Staff have received training on the Channel process and the school liaises with the Slough Safeguarding Partnership and the Channel Panel process.

3. Roles

3.1 The Role of all Adults

All school staff have a responsibility to provide a safe environment where children can learn. All adults at Slough and Eton (whether employed or working on a voluntary basis) must identify children who may be at risk and alert the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering significant harm or are at risk of immediate danger. Adults may be asked to assist Social Workers to take decisions about children.

It is the responsibility of all adults to ensure that they know the child protection procedures within Slough and Eton Church of England Business and Enterprise College and which staff member is responsible for child protection issues. Advice can be sought from the Deputy Designated Safeguarding Lead, in his/her absence, the Designated Safeguarding Lead. The Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead will usually decide whether to make a referral to Children's Social Care, but it is important to note that any adult can refer their concerns to social care directly. In cases of FGM (female genital mutilation) all adults must comply with the mandatory reporting duty as described in 'Mandatory reporting of female genital mutilation: procedural information' (2015). All staff have the duty to report disclosures of FGM to the police.

Referrals must always be made to Children's Social Care (01753 875362; out of hours 01344 786543) if there are signs that a child under the age of 18 years, or an unborn baby:

- Is suffering or has suffered abuse and/or neglect.
- Is likely to suffer abuse and/or neglect.
- (With agreement of a person with parental responsibility) would be likely to benefit from family support services.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

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 vulnerable 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. All students who have a social worker are reviewed at our regular Student Support meetings.

3.2 The Role of the Governing Body and the Safeguarding Governor

All members of the Governing Body will read Keeping Children Safe in Education. All Governors will receive training about safeguarding, to make sure that have the knowledge and information needed to perform their functions and understand their responsibilities. The Chair of Governors will receive additional training in managing allegations. The Governing Body ensures that the school has:

- Complied with the law with regard to this policy and that the headteacher is held to account for its implementation.
- Procedures and training which are effective and comply with the law at all times. Where inconsistencies or shortcomings are identified, remedial action will be taken.
- A child protection policy and procedures that are consistent with Slough Safeguarding Partnership requirements, reviewed annually and made available to parents.
- Procedures for managing allegations of abuse made against members of staff (i.e. referring these concerns to the Headteacher).
- Procedures for managing allegations made against the Headteacher (i.e. referring these concerns to the Chair of Governors).
- Safer recruitment procedures that include the requirement for appropriate checks.
- Arrangements to ensure that all staff including temporary staff and volunteers are made aware of the schools arrangements for child protection and safeguarding.

3.3 The Role of the Headteacher

The Headteacher ensures that the school has:

- A Designated Safeguarding Lead, who is a member of the Senior Leadership Team and who has undertaken Level 3 Child Protection Training.
- A training strategy to ensure that all staff, including the Headteacher receive child protection training including induction on entry and annual refresher courses.
- Effective monitoring and support for the Designated Safeguarding Lead.
- Considered how children may be taught about safeguarding as part of a broad and balanced curriculum.
- Robust procedures for managing allegations against staff, that begin with the person who has a concern referring the matter to the Headteacher.

3.4 The Role of the Designated Safeguarding Lead

- Liaise with the Local Authority and work with other agencies in line with 'Working together to Safeguard Children 2018'.
- Ensure they are up to date with national training and information.
- Support and develop expertise within the school community.
- Have an understanding of the Slough Safeguarding Partnership procedures.
- Refer cases of suspected abuse to Children's Social Care, Police and other agencies as appropriate.
- Develop and maintain effective links with key agencies.
- Where a vulnerable child moves to a new setting, ensure that the relevant information is passed to the receiving DSL as soon as possible.
- Ensure that the child protection policy is updated as required.
- Provide suitable training for all staff and other adults as required.
- Ensure appropriate supervision for the Deputy Designated Safeguarding Lead.
- Monitor the attainment, wellbeing, progress and attendance of students who have a social worker.

3.5 The Role of the Deputy Designated Safeguarding Lead

- Liaise with the Local Authority and work with other agencies in line with 'Working together to Safeguard Children 2018'.
- Ensure they are up to date with national training and information.
- Support and develop expertise within the school community.
- Have an understanding of the Slough Safeguarding Partnership procedures.
- Keep accurate records of all concerns, ensuring that such records are stored securely.
- Refer cases of suspected abuse to Children's Social Care, Police and other agencies as appropriate.
- Attend and contribute to child protection conferences, core group meetings, strategy and inter-agency meetings or support other staff to do so.
- Co-ordinate and contribute to the assessment of children.
- Develop and maintain effective links with key agencies.
- Ensure that the child protection policy is updated as required.
- Provide suitable training for all staff and other adults as required.
- Monitor the attainment, wellbeing, progress and attendance of students who have a social worker.

Slough & Eton Church of England Business and Enterprise College will normally seek to discuss concerns with parents in the event of a concern, suspicion or disclosure. However, if the school believes that this may increase the risk of harm to the child then advice and support may be sought from Social Care.

4. Safeguarding Procedures

4.1 Responding to a Disclosure

If a child tells you that they are, or someone they know is at risk of significant harm:

- Take seriously what the child is saying and maintain an open mind. Reassure the child who has made the disclosure to you that they have done the right thing. Give the child time to talk and do not ask leading questions or ask the child to write a statement. Investigation is not your responsibility.
- Do not promise to keep secrets. All allegations of harm or potential harm must be acted upon.
- Explain to the child that you will share this information with a senior member of staff (Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead) who will ensure the appropriate procedures will be followed.
- Record the event in writing as soon as possible after the disclosure has been made to you with the date, time and your signature. All verbal conversations must be recorded promptly in writing. Pink student concern forms are located in the staff room; this must be completed and given to the Deputy Designated Safeguarding Lead within one working day of the incident. If you believe the child to be in immediate danger you must make contact with the Deputy Designated Safeguarding Lead immediately, in his/ her absence you should contact the Designated Safeguarding Lead or the Headteacher.
- The Deputy Designated Safeguarding Lead will assess the risk and may contact Children's Social Care to make a referral. If the Deputy Designated Safeguarding Lead is not available then the Designated Safeguarding Lead or Headteacher will assess the risk.
- The timing of referral must reflect the perceived risk, and should always be within one working day of recognition. If, for any reason, you cannot contact the Designated Safeguarding Leads or the Headteacher you must contact Children's Social Care yourself.
- When making a referral, make sure that you speak directly to a member of the Children's Social Care team. Do not just leave messages. Always speak to someone. You must confirm verbal and telephone referrals in writing, within 24 hours. Children's Social Care should acknowledge the referral within one working day of receiving it.
- Where appropriate you should gain consent for a referral from the young person and their parents/ carers before making contact with Children's Social Care. This does not apply if you believe that somebody will be placed at risk if you were to inform parents/ carers of the referral, for example where a child has disclosed domestic abuse allegedly perpetrated by a parent/ carer.
- When a referral is made to Children's Social Care, you must agree with them what the young person and parents will be told, by whom and when. Ensure that this is carried out. The Designated Safeguarding Lead must be informed of any disclosures, concerns and/or referrals at the earliest opportunity.
- Under no circumstances should you speak to or confront the alleged abuser. Do not share suspicions or information with any other person other than the Designated Safeguarding Lead or

the Deputy Designated Safeguarding Lead, Children's Social Care and/or the Police. Information given to Children's Social Care or the Police will be taken seriously, handled sensitively and shared only on a 'need to know' basis, wholly to protect the child. However, in order to ensure that children are safeguarded on the basis of proper evidence, the source of the referral cannot be kept anonymous.

4.2 Acting on Concerns Regarding an Adult's Behaviour

If you have any concerns about the behaviour of an adult who is an employee or volunteer working for Slough & Eton Church of England Business and Enterprise College, towards a child do not ignore it – the School will take any concerns very seriously.

- If staff members have concerns about another staff member then this should be referred to the Headteacher.
- Where there are concerns about the Headteacher this should be referred to Jimmy Scragg, the Chair of Governors.

Further information is available in the school Whistleblowing Policy. If you do not wish to follow the School's Whistleblowing Policy procedure the NSPCC runs a free whistleblowing advice line: help@nspcc.org.uk, telephone 0800 028 0285.

4.3 Acting on a Disclosure from an Adult that they are involved in the abuse of a child

If someone not employed by Slough and Eton Church of England Business and Enterprise College discloses that they are involved in the abuse of a child, you must take action:

- Take what they are saying seriously and maintain an open mind.
- Record details of what you have been told as soon as possible in writing with the date, time and your signature.
- Report it to the Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead, who will ensure the appropriate actions are taken, also explaining the limits of confidentiality.
- If for any reason you cannot immediately contact the Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead, then you must contact the Headteacher. If you are unable to make contact with any of the aforementioned people, you must directly contact either Children's Social Care or the Police. Inform the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead of what you have done as soon as possible.

4.4 Acting on Allegations against any Employee or Volunteer Working for Slough and Eton Church of England Business and Enterprise College

- If you believe there to be a Child Protection issue directly relating to an employee or volunteer working for Slough and Eton Church of England Business and Enterprise College, you must tell the Headteacher immediately. If your concern is about the Headteacher, you must refer this to the Chair of Governors.
- You should record your concerns in writing as soon as possible with the date, time and your signature.
- All allegations, even those that appear less serious, need to be followed up and examined objectively by someone independent of the organisation concerned. All allegations will be considered by the Slough Designated Officer who acts for the Slough Safeguarding Partnership agencies to monitor allegations and ensure that the actions in response to the allegation are in accordance with the Slough Child Protection Procedures.
- Any concerns about the conduct of an employee or volunteer at Slough and Eton Church of England Business and Enterprise College should be discussed in the first instance with the Headteacher.

- Advice on the storage of all documentation must be sought from Designated Safeguarding Lead or, in the case of employee records and the general central record, Mrs B Glanville (Human Resources Advisor). They must ensure that access is strictly limited to relevant staff and external practitioners on a need to know basis.

Detailed guidance is available on the Slough Safeguarding Partnership's website:

http://berks.proceduresonline.com/slough/p_alleg_against_staff.html

4.5 Managing Allegations against Children

Allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- upskirting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger students using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

When an allegation is made by a student against another student, members of staff should inform the Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead.

- You should record your concerns in writing as soon as possible with the date, time and your signature.
- The Deputy Designated Safeguarding Lead, will ensure the appropriate actions are taken, by informing the police and a referral to social care.

Further details can be found in Appendix 3, p22.

4.6 Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. If staff feel unable to raise an issue or feel that their genuine concerns are not being addressed, please refer to the Whistleblowing Policy found on the school website; alternatively the NSPCC runs a free whistleblowing advice line: help@nspcc.org.uk , telephone 0800 028 0285.

4.7 Confidentiality

Wherever possible the school will seek views and permission from parents, carers and the child before

sharing information with outside agencies. However, the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent should they judge that to be in the best interests of the child.

5. Staff Conduct

The following guidelines apply to all employees and volunteers whether acting in a paid or unpaid capacity:

- Always avoid unnecessary physical contact. Never use force to control disruptive behaviour.
- Never take a child alone in a car, however short the journey.
- If you are alone with a child make sure that others can clearly observe you.
- Maintain appropriate relationships with a child or vulnerable adult.
- Do not divulge personal contact details such as an email address or telephone number. Email contact with students and parents should only be made via your school email address. Take care that any emails, especially to students, maintain an appropriately professional tone.
- Never allow students to use or show images of students from your personal mobile telephone. Never use your personal mobile phone to communicate with, film or photograph children. A school mobile telephone is available for staff use for trips and visits.
- Do not make suggestive or inappropriate remarks to or about a child, as this could be misinterpreted.
- If a child or vulnerable adult makes any kind of accusation regarding a member of staff, you should report this immediately to the Headteacher.
- You must participate in any training which is available to you to support you in your work with children (see Section 7).
- Remember that those who abuse children and vulnerable adults can be of any age (including other children and vulnerable adults), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children and vulnerable adults as individuals, and the adult modeling of appropriate conduct - which would exclude bullying, aggressive behaviours, racism, sectarianism, sexism or homophobia.

6. Reasonable Force

- Should the situation demand it, for example where injury to a person (including the student concerned) or significant damage to property is likely to happen, staff are permitted to use reasonable force i.e. reasonable in the circumstances' meaning using no more force than is needed.
- This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- Where possible staff should send for help rather than attempting to use reasonable force themselves, unless the staff member concerned has undertaken recent Team Teach training.
- All incidents of the use of reasonable force should be reported in writing to the Headteacher as soon as possible.

7. Unaccompanied Vulnerable Children

A good practice response on discovering an unaccompanied child on the school premises is to:

- Try to avoid being left alone with a child. Try to ensure colleagues are present when you are dealing with unaccompanied children.

- Try to establish whether the child is allowed by the parent/ carer to come and go alone. If you are satisfied that the child is allowed to come and go alone and your professional judgement leads you to believe that they are competent to be alone and that they will be safe, then allow the child to leave.

Relevant factors may be:

- Whether the child exhibits signs of nervousness.
- Whether the child appears to clearly understand your questions.
- Whether the child seems physically capable.
- Whether the child appears to know clearly and readily where he or she lives & how far the journey is.
- Whether you know of any particular hazards on the journey.
- The child's age and vulnerability.

If you are in doubt, accompany the child immediately to reception where there are likely to be other members of staff and where parents/carers are likely to report. Encourage the child to remain on the premises until you have been able to contact a parent or carer.

8. Training

All staff must ensure that they attend annual child protection and safeguarding training, and annual behavior management training. Newly appointed members of staff are required to attend Level 1 Safeguarding training session delivered by either a Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead, followed by online training on: Child Protection in Education (Level 2), FGM (Level 2), CSE (Level 2), Prevent (Level 2), Online Safety (Level 2). New staff are required to attend behaviour management training before they meet our students.

Training will be organised and delivered in accordance with the requirements of 'Keeping Children Safe in Education' (2020) and 'Working Together to Safeguard Children' (2018) and taking note of any other advice from Slough Safeguarding Partnership, Slough Local Authority and the government.

All staff must read and confirm that they understand the following relevant documents:

- Keeping Children Safe in Education, Part 1 (2019) & Annex A
- Staff Code of Conduct
- Behaviour Policy

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead are required to attend annual refresher training.

9. Student Support

9.1 Opportunities to teach safeguarding

It is our duty to ensure children are taught about safeguarding (including being able to recognize that they are at risk and how to get help when they need it) through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This is included by covering relevant issues such as Weapons, Gang Crime, Cyber-Bullying & Online Safety, Safe Use of Mobile Phones and other devices, Peer on Peer Abuse, Sexual Violence and Sexual Harassment, Domestic Abuse, Mental Health, and Child Sexual Exploitation (CSE) through Personal, Social and Health Education (PHSE), in Tutor Time, and in Collective Worship.

9.2 Student Self-referrals

- Students experiencing a worry or a concern can speak to a member of staff at any time throughout the school day.
- Students also have the opportunity to self-refer should they wish to speak to the School Counsellor or the Deputy Designated Safeguarding Lead. Students have self-referral forms in their planners, and they can collect spares from Student Reception. Once a student has completed the form they can place this in the self-referral box located in Student Reception. The Deputy Designated Safeguarding Lead will read through the forms during the day and notify students of the allocated appointment times; any urgent requests where a child is likely to be in danger will be dealt with immediately.
- In addition, there are leaflets on the back of every toilet door detailing where students can get confidential help and advice should they not feel ready to report a concern yet.
- There is also a dedicated email address that students and adults can use to pass on concerns about the welfare of a child: safeguarding@slougheton.com This email address is monitored by the Deputy Designated Safeguarding Leads.
- There is a dedicated Safeguarding page on the school website which has links to outside agencies and other useful information.

9.3 Student & Parent Voice

At Slough & Eton, we value the views of our students. We encourage an open culture where all children feel listened to, valued, respected and empowered. Every month our students are able to express their views through the School Council. This is an opportunity to listen to our students on key issues within our school.

Parental involvement is key to raising achievement in schools. With this in mind, we are keen to make sure parents of students at our school, have the opportunity to tell us what they think about their child's experience at Slough & Eton. We welcome feedback from parents about the school and how they feel their child is progressing. When we hold events such as parent's evenings and open evenings we provide an exit survey for parents to complete. We hold half-termly Parent Forums where parents and carers can raise issues and ask questions. In addition, bi-annually parents are invited to complete a survey about the school.

Parents/ carers who have concerns about the welfare of a child can contact a Deputy Designated Safeguarding Lead to voice their worries safeguarding@slougheton.com

10. Safer Workforce

10.1 Recruitment and Selection

Advertisement of posts and application packs for jobs in Slough and Eton Church of England Business and Enterprise College will follow the Keeping Children Safe in Education 2020 guidelines for Safer Recruitment and the School Staffing (England) Regulations 2009, and the School Staffing (England) Regulations 2009. This will make explicit reference to the commitment of the organisation to Safeguarding, including:

- i. Intention to seek enhanced DBS disclosures;
- ii. Clear statements in the Job Description and Person Specification that explicitly reference the individual's safeguarding responsibilities;
- iii. Providing information about Child Protection and Safeguarding Policy and Practices to applicants.

Those involved in the selection process will ensure that they are complying with the guidance in Keeping Children Safe in Education 2020, including fulfill the following:

- Seek an enhanced DBS disclosure.

- Always use applications forms (CVs should not be accepted by themselves).
- A minimum of two people should check for any gaps in employment history and explore these gaps during interview and at least one person conducting any interview must have successfully completed the Safer Recruitment Consortium's 'Safer Recruitment' training workshop.
- Ensure at least one reference is from a previous employer and specifically asks if there have been any founded concerns or allegations about the applicant's behaviour towards children; any disciplinary action; and confirmation of the applicant's responsibilities. Compare this information with that provided by the applicant. Any inconsistencies or concerns regarding the information provided in a personal reference must be followed up directly with the referee.
- Check at least one reference by a follow-up phone call to the referee.
- Ensure that any concerns arising from the applicant's medical reference are followed up directly with the applicant and with Occupational Health if required.
- Seek to explore the applicants' attitudes towards children and young people, their motivation for pursuing the role, and managing boundaries at interview.
- Always ensure that any other uncertainty or inconsistency about the information provided about the applicant is followed up and resolved.

Slough & Eton Church of England Business and Enterprise College keeps a Single Central Record which includes details of checks carried out and certificates obtained for all staff, volunteers and agency staff. If you need support with the process, you can seek advice on recruitment and selection from Mrs. B Glanville (HR Advisor).

11. E-Safety

When students use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we deliver online safety lessons in PHSE.

Children and young people can be vulnerable to exploitation or abuse through the medium of Information Computer Technology (ICT). It is important that staff and volunteers are alert to potential risks students may be exposed to, and that steps have been taken to mitigate the risk of this occurring, with specific reference to:

- **Content** – e.g. exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse);
- **Contact** – e.g. grooming using communication technologies leading to inappropriate behaviour or abuse;
- **Commerce** – e.g. exposure to inappropriate advertising, online gambling, identity theft and financial scams;
- **Culture** – e.g. bullying via websites, mobile phones or other communication technologies, or inappropriate downloading of copyright materials (i.e. music, films, images); exposure to inappropriate advertising, online gambling and financial scams.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many students are able to access the internet using their own data plan. To minimise inappropriate use, as a school we address these issues through training for staff and volunteers, and awareness raising with students. If there is any indication that a child

is experiencing difficulties in this area (for instance if they are reported to be spending long periods of time using a device on their own or if they appear unnecessarily defensive, secretive or anxious about their device use), then this must be taken seriously.

Restrictions are placed on ICT access, an 'Acceptable Use Policy' is in place, and student use of ICT can be monitored. Mr. P Collins (Headteacher with responsibility for ICT across the school), the Head of ICT, ICT technical support and the Designated Safeguarding Lead, work together to promote E-Safety as set out in greater detail in Slough and Eton Church of England Business and Enterprise College's E-Safety Policy.

11.1 Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's code of conduct. The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The school does not allow staff to provide 'live teaching' and no 'live' lessons will take place. Learning activities and resources should be shared electronically for students to complete in their own time. Staff are able to record virtual lessons/screencasts to explain or model learning and videos created should be shared using Class Charts and not using any other platform.

When recording virtual lessons for students, staff should:

- Not have any 1:1s set up, groups only available to access learning on Class Charts
- Staff must wear suitable clothing when recording lessons and learning activities.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Any recorded teaching and learning should be shared on Class Charts
- Recorded lessons and learning should be kept to a reasonable length of time, no longer than a 'normal' lesson time.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the school to communicate with children/pupils/students
- Staff must ensure that if they are recording lessons that they do so on a clear screen to ensure that no sensitive data or information can be seen at any point during this time.

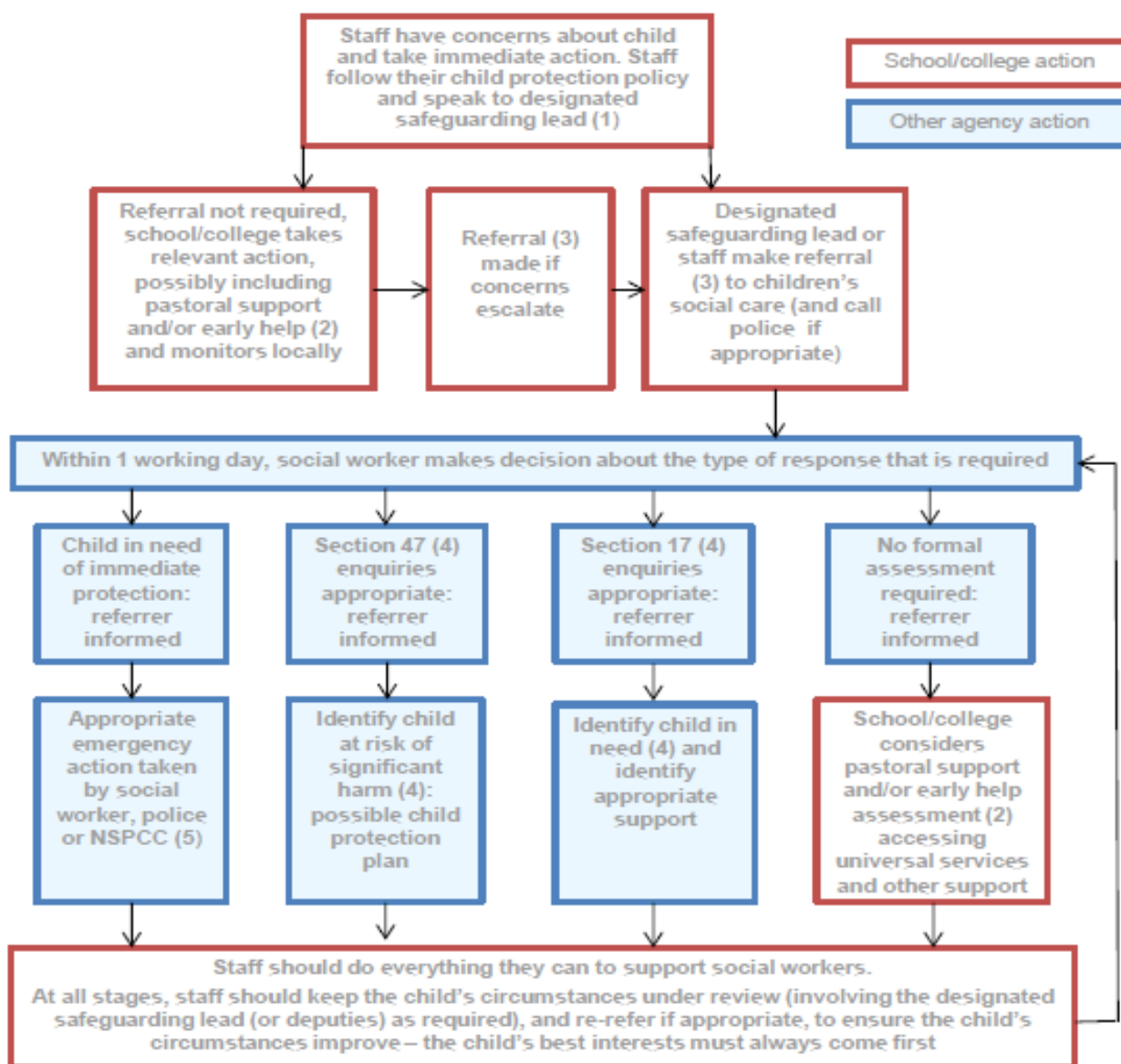
12. Extended School and off-site arrangements.

Where extended school or off-site arrangements are provided by Slough & Eton Church of England Business and Enterprise College our Child Protection and Safeguarding Policy and procedures apply. If other organisations provide services or activities for our students the Headteacher will gain written confirmation that they have appropriate procedures in place, including safer recruitment procedures. When our students are attending off site activities the Headteacher will ensure that effective safeguarding features are in place.

13. Monitoring Arrangements

The Governing Body must ensure that Slough & Eton Church of England Business and Enterprise College policies, procedures and training are effective and comply with the law at all times. The Designated Safeguarding Lead will check that all agency procedures, including the use and storage of documentation, comply with the Slough Child Local Safeguarding Board procedures. Where inconsistencies or shortcomings are identified, remedial action will be taken.

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 this guidance.

(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).

APPENDIX 2: Slough Safeguarding Partnership – Multi-Agency Threshold Guidance April 2016

Levels of Need

There are four levels, or tiers, of need requiring increasingly targeted and specialist services to provide support and intervention:

Level 1: Families with children that have no additional needs (universal)

Level 1, represents children with no identified additional needs. Their needs are met through the services they receive in early years, schools and health services such as the GP and the health visitor and some will be also receiving services from housing and the voluntary sector. The majority of children will have this level of need. Those providing a service at this level will continue their involvement with children with increasing the increasing levels of need described below.

Level 2: Families with vulnerable children that have additional needs (targeted)

Level 2, represents children with additional needs. Some needs can be met by a single agency or practitioner or straightforward working with one or more partners. Some of these children will have more complex needs that are best served by several partners working together in a co-ordinated way, requiring planning and leadership.

Level 3: (Statutory Threshold) Families with children that have multiple and / or complex needs and are in need of support (Child in Need)

Level 3, represents children who need specialist interventions, including those defined as “children in need” as defined by the Children Act 1989 s17 (10). A child is in need if;

- (a) he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority or;
- (b) his health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or
- (c) he is disabled.

The Children Act 1989 stipulates that a child is disabled if “he is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”.

Level 4: Families with children that have severe and / or complex and acute needs and are in need of care and protection (Child Protection)

A child in need of protection is described in Section 47 of the Children Act 1989, Paragraph (1)

Where a local authority has reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm, the authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child’s welfare.” This duty also applies to children who are in need of care, are unaccompanied asylum seekers, are in the care of the local authority, or are subject to an emergency protection order, interim care order or full care order. Alternatively, a child who is remanded by a court into local authority accommodation or youth detention accommodation will also be deemed as a looked after child and the local authority has duties towards them. All partners working with these children will

continue to deliver services and work in collaboration with the Children's Trust children services social care who takes the lead in these cases and co-ordinate services.

Level 4: Young people who have committed an offence.

This refers to young people who get into trouble with the police or are arrested, are charged with a crime and go to court and/ or are convicted of a crime and given a sentence.

All partners working with these children will continue to deliver services and work in collaboration with the Youth Offending Team. At all levels, those working with the child and family may identify the need to engage support from a wide range of services such as behavioural support, parenting, emotional wellbeing, young people services inclusions services and/ or more specialist services such as services to support domestic abuse victims, specialist mental health services for young people and/or adults, substance misuse teams or any other service or voluntary organisations. For example, young people in need of support as they are not in employment education or training (NEET) and can benefit from support from young people services.

APPENDIX 3: Detailed Child Protection and Safeguarding Procedures

Slough and Eton Church of England Business and Enterprise College is committed to safeguarding and promoting the welfare of children within the school as stated within the statutory guidance 'Keeping Children Safe in Education' (2020), statutory guidance on 'making arrangements to safeguard and promote the welfare of children' under section 11 of the Children Act 2004 (revised March 2007). In line with guidance from Slough Local Children's Safeguarding Board, the school follows the Slough Child Protection Procedures which are available online at: <http://proceduresonline.com/berks>

Any concerns about the safety and well-being of a child should be reported immediately to the Deputy Designated Safeguarding Lead. If they are absent from school, concerns should be reported to the Designated Safeguarding Lead or Headteacher.

LISTENING TO THE CHILD

Where abuse is alleged, the initial response by practitioners should be limited to **listening carefully** to what the child says so as to:

- Clarify the concerns
- Offer re-assurance about how s/he will be kept safe and
- Explain what action will be taken

The child must not be pressed for information, led, cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of sexual abuse. However, a written factual record of the conversation should be made by the practitioner at the earliest opportunity. If you have prior agreement from the Police or Children's Social Care the child may be able to record their account in writing if they feel more comfortable in doing so, they may do so in their own words and should also write the date, the time and their name on the account. Regardless of the child's view, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

WHAT YOU SHOULD DO

- Explain to the child that you will share this information with a senior member of staff in order to help them.
- Listen carefully to and take seriously what the child is saying, while maintaining an open mind.
- Reassure the child who has made the disclosure to you that they have done the right thing.
- Give the child time to talk and do not probe, ask leading questions or ask the child to write a statement. Investigation is not your responsibility. Limiting yourself to TED questions (tell, explain, describe) is a useful way of avoiding leading questions.
- Do not promise to keep secrets. All allegations of harm or potential harm must be acted upon.
- Using a pink referral form (found in the staff room) record what has been said as soon as possible after the conversation (with date, time and your signature) and give it to the Deputy Designated Safeguarding Lead immediately. This may also be via e-mail; put Child Protection in the subject and click on the high importance button before sending so that it is treated as a priority.
- Take responsibility for the information until you are sure that the Deputy Designated Safeguarding Lead is aware of it and is dealing with it.

- Do not confront the alleged abuser.
- Ensure that information you have is kept confidentially and only shared with the Deputy Designated Safeguarding Lead or the Safeguarding Lead.

This is a guidance summary only. It is the responsibility of practitioners to ensure that they are following the latest advice in 'Keeping Children Safe in Education' (2020) and other relevant policy documents.

HOW TO RECOGNISE ABUSE & NEGLECT

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

- Must be regarded as indicators of possible significant harm.
- Justify the need for careful assessment and discussion with the Designated Safeguarding Lead.

PHYSICAL ABUSE

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

The following may be indicators of concern in secondary aged children (where intimate areas of the child's body are mentioned this is for information only, school staff are not allowed to try to see for themselves):

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- Parents/carers are uninterested or undisturbed by an accident or injury.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally e.g. the back.
- The outline of an object used e.g. belt marks, hand prints or a hair brush (a pinch causes small double bruises, a punch or kick causes an irregular bruise with a paler centre, gripping causes ovals from fingertips or lines between fingers).
- Linear pink marks, haemorrhages or pale scars may be caused by ligature, especially at wrists, ankles, neck, male genitalia.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting or slapping.
- Bruising around the face.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.
- Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.
- Circular burns from cigarettes are characteristically punched out lesions 0.6 - 0.7 cm in diameter and healing usually leaves a scar.
- Friction burns resulting from being dragged.
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of their own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate

explanation.

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

EMOTIONAL ABUSE

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

Parent / carer & child relationship factors:

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

Child presentation concerns:

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

Parent / carer related issues:

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

SEXUAL ABUSE

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

There may be no physical signs and indications of sexual abuse are most likely to be emotional / behavioural and may include (where intimate areas of the child's body are mentioned this is for information only, school staff are not allowed to try to see for themselves):

- Inappropriate, sexualized conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in sexual exploitation or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties).
- Running away.

Physical indicators:

- Sexually transmitted diseases.
- Vaginal soreness or bleeding.
- Pregnancy.
- Bruising to thigh, genital or breast areas.

Organised Abuse

This is Sexual Abuse where there is more than a single abuser and the adults concerned seem to act in agreement to abuse children and /or where someone uses an institutional framework or a position of authority to recruit children for sexual abuse.

NEGLECT

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

Neglect may involve failure to:

- Provide adequate food, clothing or shelter (including exclusion from home or abandonment).
- Protect from physical and emotional harm or danger.
- Meet or respond to basic emotional needs.
- Ensure adequate supervision including the use of adequate care-takers.
- Ensure access to appropriate medical care or treatment.

Child related indicators:

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

Indicators in the care provided:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene.
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy.
- A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals.
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating.
- Lack of opportunities for child to play and learn.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All school staff should consider the additional barriers that can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Looked After Children and Previously Looked After Children

The most common reason for children to become looked after is as a result of abuse and or neglect. All staff should recognise that these students are especially vulnerable even though they may no longer be

subjected to abuse. The Designated Teacher for Children Looked After works closely with social care and the virtual school. The Designated Teacher for Children Looked After will ensure that staff are aware of the special circumstances of all looked after and previously looked after children (including those who have since been adopted).

CONTEXTUAL SAFEGUARDING

Children may be vulnerable to abuse in a range of social contexts, including factors outside of the family home and outside of the control of their parents/ carers. The different relationships that children may form outside of the family home, in the community, online or at school may lead them to be at risk of harm. For example, children who are at risk of entering the criminal justice system, or at risk of exploitation through association with known gang members. Such children are still at risk even though there is no concern about the conduct of parents/ carers, and staff should report all concerns to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.

Further information on the Child Criminal Exploitation

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and (b) for the financial or other advantage of the perpetrator or facilitator and/ or (c) through violence or the threat of violence. Adults in criminal gangs are known to exploit children for their own financial gain. This usually starts through grooming the child with gifts, money and the offer of friendship and security. Grooming can occur face to face or online. There will be pressure on the child to undertake criminal activity. County lines is the use of children to transport drugs (primarily crack cocaine and heroin) from one area to another, it is one form of the criminal exploitation of children.

Some of the following signs may be indicators of child criminal exploitation:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school attendance/ results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being
- association with other young people who are involved in exploitation

Further information on Serious Violence

The Serious Violence Strategy which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crimes as key factors which account for around 1% of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious crime involves a range of partner agencies including schools. The School believes that early intervention and support is effective in protecting children who are at risk of serious violence. When a young person begins to show the signs of exploitation or vulnerability to exploitation and therefore is at risk from serious violence we will intervene to help reduce the risk factors and increase the protective factors.

Further information on Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education

Further information on Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is illegal in England and Wales under Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, the FGM Act 2003. It is a form of child abuse and violence against women. There is a mandatory reporting duty which requires regulated health and social care practitioners and teachers in England and Wales to report 'known' cases to the police.

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. Practitioners in all communities need to be aware of the risk of FGM and the indicators which mean a girl may have suffered FGM.

Some of the following signs may be indicators of FGM:

- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent/ parents state that they or a relative will take the girl out of the country for a prolonged period;
- a girl is unexpectedly absent from school/ there are prolonged or repeated absences from school;
- a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl or woman spends longer than normal in the toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons

- without a GP's letter;
- a girl talks about pain or discomfort between her legs.

Further information on Forced Marriage

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

Further information on so-called 'honour based' abuse (HBA)

HBA encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Deputy Designated Safeguarding Lead or the Designated Safeguarding Lead. Practitioners in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Further information on Child Trafficking and Modern Slavery

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for: child sexual exploitation; benefit fraud, forced marriage; domestic servitude such as cleaning, childcare, cooking; forced labour in factories or agriculture; criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft. Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Traffickers work by tricking, forcing or persuading children to leave their homes. Traffickers use grooming techniques to gain the trust of a child, family or community. They may threaten families, but this isn't always the case – in fact, the use of violence and threats to recruit victims has decreased (Europol, 2011). Traffickers may promise children education or persuade parents their child can have a better future in another place. Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example sorting out the child's documentation prior to travel or organising transportation. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers. Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking - a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

The NSPCC runs a Child Trafficking Advice Centre: <https://www.nspcc.org.uk/services-and-resources/services-for-children-and-families/child-trafficking-advice-centre-ctac/> Tel: 08008 800 5000

Further information on preventing radicalisation

Protecting children from the risk of radicalisation is seen as part of the School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

From 1 July 2015, all staff are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent children from being drawn into terrorism". This duty is known as the Prevent Duty.

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

Further information on Children Missing in Education (CME)

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. Parents/ carers should provide the school with two emergency contacts, ideally one of whom will not reside at the family address.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

- Attendance officer to enter students on the admission register at the beginning of the first day on which the school has agreed that the student will attend the school.
- If a student fails to attend on the agreed or notified date, the attendance officer will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
- Staff must monitor students' attendance through their daily register and report poor or irregular attendance to the Designated Safeguarding Lead and Attendance Officer. It is important that students' poor attendance is referred to the local authority.
- Attendance officer to inform local authority the details of students who fail to attend regularly,

or have missed ten school days or more without permission.

- Where a student has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the student can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the student is unable to attend because of sickness or unavoidable cause.

Arrange full-time education for excluded students from the sixth school day of a fixed period exclusion. This information can be found in the Exclusion from maintained schools, academies and student referral units in England statutory guidance.

- Admission register is accurate and kept up to date. Regularly encourage parents to inform them of any changes whenever they occur.
- Where a parent notifies a school that a student will live at another address, information and details are recorded in the admission register.
- Where a parent of a student notifies the school that the student is registered at another school or will be attending a different school in the future, information and details are recorded in the admission register.

Further information on Peer on Peer abuse

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of practitioner judgement.

Abuse should never be tolerated or excused as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos)

by children. In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. It is an offence to possess, distribute, show and make indecent images of children.

Reporting an incident:

- The incident should be referred to the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead as soon as possible.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care and/or the police immediately.

Further information on sexting

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a student to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services

- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the students involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Further information on homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

Further information on 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 step-parents; 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 vulnerable 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.

Where a member of staff or a volunteer becomes aware that a student may be in a private fostering arrangement, this must be reported to the Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead as soon as possible. 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 local authority. The Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead will report all suspected cases of private fostering to Children's Services for further investigation.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Further information on domestic abuse

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. The 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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

APPENDIX 4: Background Papers

‘Keeping Children Safe in Education’, Revised September 2020, HM Government
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Slough Safeguarding Partnership

- www.proceduresonline.com/berks
- https://proceduresonline.com/berks/slough/p_fem_gen_mutil.html - FGM
- https://proceduresonline.com/berks/slough/p_sg_ch_extremism.html - Radicalisation

Slough Safeguarding Partnership – Multi-Agency Threshold Guidance June 2018

https://search3.openobjects.com/mediamanager/slough/services/files/lscb_thresholds_doc_final_version-1_1.pdf

‘What to do if you’re worried a child is being abused’, Revised March 2015, HM Government

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

‘Working Together to Safeguard Children’, Revised August 2018, HM Government

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Safeguarding Children and Young People and Young Vulnerable Adults Policy, February 2015

http://dera.ioe.ac.uk/22014/1/Safeguarding_children_and_young_people_and_young_vulnerable_adults_policy.pdf

‘Mandatory reporting of female genital mutilation: procedural information’, December 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf

‘The Prevent Duty’, June 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

‘Children missing in Education’, September 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

‘Sexting in Schools’ UKCCIS Guidance, January 2016

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Sexual Violence and Sexual Harassment between children, 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Use of Reasonable Force, Advice for Headteachers, Staff & Governing Bodies, 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/44

Child Protection and Safeguarding Policy
September 2020

[4051/Use of reasonable force advice Reviewed July 2015.pdf](#)

Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance, 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Sexting, UK Council for Child Internet Safety (UKCCIS), 2017:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Appendix 5: Useful Contact Details

Slough Children's services

Tel: 01753 875362 (Mon to Fri 9.00am-5.00pm)

01344 786543 Out of Hours Team (7 days a week, 5.00pm-9.00am)

Email: child.protection@slough.gcsx.gov.uk

Thames Valley Police

Tel: 08458 505505 or 101

NSPCC Child Protection Helpline

Tel: 0808 800 5000

NSPCC Whistleblowing Advice Line

Web: <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Tel: Call 0800 028 0285

Email: help@nspcc.org.uk

Child-Line

Tel: 0800 1111

Forward (FGM advice and support)

Tel: 020 8960 4000

Email: forward@forwarduk.org.uk

Prevent (Radicalisation advice and support)

Tel: 01753 506291

Email: preventreferrals@thamesvalley.pnn.police.uk

Forced Marriage Unit

Tel: 020 7008 0151

Email: fmf@fco.gov.uk

National FGM Centre

Web: <http://nationalfgmcentre.org.uk/>

Email: info@nationalfgmcentre.org.uk