# WILDRIDINGS PRIMARY SCHOOL

# BRACKNELL FOREST COUNCIL

# Safeguarding and Child Protection Policy

| | | Signature | Date |
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| **Headteacher** | **Mr Simon Cope** | | |
| **On behalf of the Governing Body** | **Mrs Tracey Wright** | | |

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## INTRODUCTION

Wildridings Primary School is fully committed to safeguarding its pupils and has an ongoing culture of vigilance.

The school recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies)* of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all school staff, teaching and non teaching, paid and unpaid, including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

This policy is written in the recognition that Berkshire Child Protection procedures are followed in line with Bracknell Forest Local Safeguarding Board expectations.

In addition to the Berkshire Child Protection Procedures, it is an expectation that all Bracknell Forest Schools follow the Statutory Guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (September 2021). Wildridings Primary School ensures that all staff have read and understood Part 1 and Annex A of the 'Keeping Children Safe in Education' guidance.

## LOCAL CONTEXT

Wildridings Primary School is a Bracknell Forest School situated in the Wildridings area of the Borough. Wildridings Primary school is a two form entry school. We provide a high quality education for children from Nursery through to Year 6. We currently have 439 children on roll including 10 full time children in nursery and 24 part time. The school is situated in South Bracknell which has some pockets of deprivation. We have children from a range of social, economic and ethnic backgrounds although Bracknell itself has a relatively low percentage of families from ethnic minorities and this is reflected in the school. Accommodation within the area ranges from small flats to detached houses. A significant proportion of children at the school have difficult home circumstances; many families are supported by external agencies and the 19.7% of pupils eligible for pupil premium in 2020/2021 was below the National (22.4%). Cohorts can vary enormously in their makeup depending on these numbers which impacts on attainment levels year on year.

Bracknell Forest Safeguarding Board (BFSB) has introduced new multi-agency arrangements for safeguarding which enables an all-age approach to operate across the wider policy and partnership landscape.

The Board's new arrangements aim to support and enable local agencies to work together in a system where:

- There is early identification of emerging safeguarding issues
- Information is shared in a timely and effective manner
- Partners work collaboratively to achieve the best possible outcomes
- Learning is effectively identified, disseminated and embedded
- Safeguarding practice is continually improving
- Partner agencies hold one another to account effectively
- Our local communities feel confident that children & adults are protected from harm
- The individual is placed at the heart of our approach

Wildridings Primary School ensures these priorities are embedded into safeguarding practice within the school.

**There are four main elements to our policy:**

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

3. **SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.

4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

1.0 **PREVENTION**

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The school will therefore:

establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to

1.3 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate

1.4 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help

1.5 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

1.6 Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, County Lines, Peer on Peer Abuse, Serious Violence, Extremism and Radicalisation and Online harm. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.

## 2.0 PROCEDURES

2.1 We will follow the procedures set out in the Berkshire LSCB Child Protection Procedures. A copy of these procedures can be found on http://berks.proceduresonline.com

2.2 **The Designated Senior Leads for Child Protection are Simon Cope (Headteacher) and Anna Cook (Deputy Headteacher)**

2.3 **The Deputy Designated Leads are Fran Tillman and Jo Wallis (Family Support Advisors).**

2.4 **The following members of staff have also received the Designated Person training: Chrissy Wort (Deputy Headteacher / SENCo) and Alison Evans (Teaching Assistant).**

2.5 **The nominated governor for Safeguarding and Child Protection is Kusum Trikha.**

2.6 The role of the designated safeguarding lead is to:

- Make sure all staff are aware how to raise safeguarding concerns
- Ensure all staff understand the symptoms of child abuse and neglect
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Attend multi agency meetings as required
- Monitor children who are the subject of child protection and child in need plans
- Maintain accurate and secure child protection records

2.7 The School will:

ensure the designated safeguarding lead has lead responsibility for child protection in the school. These responsibilities as set out above are reflected in their job description.

2.8 ensure there is a deputy designated lead who can fulfil the role of the designated lead in their absence. These responsibilities are reflected in their job description.

2.9 ensure both the lead and deputy have undertaken, as a minimum, the 'Targeted' level child protection training course run by representatives of the local authority or other approved provider.

2.10 ensure that this training is updated every two years in accordance with guidance

2.11 ensure the continued professional development of the designated and deputy designated leads through at least annual update training (including network meetings and briefings)

2.12 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need

2.13 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction. Every member of staff and / or volunteer under goes an induction process. All concerns are raised through MyConcern. There are also designated information posters around the school showing who the designated members of staff are.

2.14 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)

2.15 ensure there is a nominated governor for safeguarding and child protection who has undertaken appropriate training

2.17 ensure every member of staff and every governor knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a pupil
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the designated person/s
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the local Child Protection Procedures

2.18 ensure that every member of staff has read and understood Part 1 and Annex A of the DfE 'Keeping Children Safe in Education' statutory guidance and the school code of conduct

2.19 provide Child Protection training for **all** staff from the point of their induction which is updated regularly throughout the year, with annual updates and full refresher training every three years as a minimum. This schedule will ensure all staff are confident about:

- the school's legislative responsibility
- their personal responsibility
- the school's policies and procedures
- the need to be alert to the signs and indicators of possible abuse, including child sexual and criminal exploitation, peer on peer abuse, female genital mutilation, extremism and radicalisation, grooming, county lines and online harm
- the need to record concerns
- how to support and respond to a child who discloses abuse

2.20 provide ongoing continuous professional development around safeguarding and child protection matters with regular opportunity for update briefings and discussion (at least annually)

2.21 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistleblowing policy

2.22 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus and on the website

2.23 ensure that this policy is available publicly either via the school website: www.wildridingsprimary.co.uk *or by other means.*

## 3.0 Reporting Concerns

3.1 Staff are aware if they have any concerns about a child's welfare, they should act on them immediately.

3.2 The attached flowchart for raising concerns about a child (Appendix C) sets out the process staff follow

3.3. Staff are aware that any verbal discussions about concerns must be put into writing and recorded appropriately

## 4.0 Liaison with Other Agencies

4.1 The school will:

work to develop effective links with relevant services to promote the safety and welfare of all pupils

4.2 co-operate as required, in line with the DfE Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2021), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

4.3 notify Children's Social Care immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

## 5.0 Record Keeping

5.1 The school will:

keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately

5.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location

5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools. These will be sent in a separate sealed envelope from the file and marked for the attention of the Designated Child Protection Lead.

## 6.0 Confidentiality and information sharing

6.1 Child protection information will be stored and handled in line with the Data Protection Act principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

6.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the designated person or Headteacher.

The Data Protection Act incorporates the General Data Protection Regulations requirements into English law.

6.3 The school will:

ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's Social Care as required.*

* Information sharing: Guidance for practitioners and managers is available from Department of Education. www.education.gov.uk

6.4 ensure that the Headteacher or designated person will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Abuse notifications

6.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children

6.6 ensure staff are clear with children that they cannot promise to keep secrets.

## 7.0 Communication with Parents/Carers

7.1 The school will:

ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

7.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

## 8.0 SUPPORTING VULNERABLE CHILDREN

8.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

8.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

8.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

## 9.0 The school will support the pupil through:

9.1 Curricular opportunities to encourage self-esteem and self-motivation

9.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community

9.3 The school's behaviour policy and equality policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred

9.4 Liaison with agencies which support the pupil such as the Behaviour Support Team, Children's Social Care, Child and Adolescent Mental Health Services or other agencies as deemed appropriate.

9.5 A commitment to develop productive and supportive relationships with parents/carers

9.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers

9.7 Monitoring and supporting pupil's welfare, keeping records and notifying Children's Social Care in accordance with the Berkshire LSCB Child Protection Procedures

9.8 Ensuring when a child who is subject to a child protection or child in need plan leaves, information is transferred to the new school immediately. The Named Social Worker will also be informed.

9.9 When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance. The Education Welfare Service and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns.

## 10.0 Contextual Safeguarding

10.1 We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, in particular the designated safeguarding lead, are asked to consider the context within which such incidents and/or behaviours occur.

10.2 This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

10.3 Such an approach enables any assessment to consider all the available evidence and the full context of any concerns.

## 11.0 Private Fostering

11.1 Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else. The person looking after their child or children is known as the private foster carer.

11.2 A private fostering arrangement occurs when:

- a child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more
- the person who will care for them is not a parent, grandparent, brother, sister, aunt, uncle, step-parent or an approved foster carer

11.3 School staff are aware to be vigilant for any potential private fostering arrangements. If a staff member becomes aware of a private fostering arrangement, they will refer this to the designated lead who will ensure Children's Social Care are aware.

## 12.0 Substance Misuse and Child Protection

12.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to

initiate child protection proceedings but the school will consider such action in the following situations:

12.2 When there is evidence or reasonable cause:

- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual harm or exploitation
- to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- where the misuse is suspected of being linked to parent/carer substance misuse.

## 13.0 Children of Substance Misusing Parents/Carers

13.1 Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

13.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

13.3 This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

## 14.0 Domestic Abuse

14.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

14.2 Headteachers are notified by the Local Authority Safeguarding and Inclusion Manager of Domestic Abuse incidents where the police have been called and that involve children and young people on their school roll. Notifications are also received from Thames Valley Police through Operation Encompass. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

## 15.0 Female genital mutilation (FGM)

15.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a form of abuse that does occur in the UK.

15.2 FGM is carried out on children between the ages of 0–15. It is extremely harmful and has short and long term effects on physical and psychological health.

15.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

15.4 The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.

15.5 At Wildridings Primary School we have a mandatory duty to report concerns we have about girls thought to be at risk of FGM to the police. We will also notify Children's Social Care

15.6 The designated person will make appropriate and timely referrals to the Police and Children's Social Care if FGM is suspected or disclosed. In these cases, parents will not be informed before seeking advice. The case will still be referred to Children's Social Care even if it is against the pupil's wishes.

## 16 Child Sexual Exploitation (CSE)

16.1 '*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'* (Definition as used in Statutory guidance)

16.2 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

16.3 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

16.4 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

16.5 School will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a child or young person may be at risk of sexual exploitation. School may also consult with the Children's Specialist Support Exploitation Team if required.

16.6 The designated child protection lead will attend the 'Exploitation and Missing Risk Assessment Conference (EMRAC) Meeting' if a child from the school is being discussed as a result of a completed risk assessment tool.

## 17.0 Extremism and Radicalisation

17.1 In the government guidance for England Keeping Children Safe in Education radicalisation is defined as 'the process by which a person comes to support terrorism and forms of extremism' (DfE, 2019).

17.2 There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. We strive to ensure our pupils see the school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

17.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.

17.4 Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances children and of young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

17.5 We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

17.6 We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

17.7 Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our behaviour and equality policies for pupils and the code of conduct for staff.

17.8 As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities
  policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

17.9 Our school fully understands its duties under the Counter Terrorism and Border Security Act (2019) and the 'Prevent Duty'. Wildridings Primary School will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

## 18.0 Honour Based Violence

18.1 Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community

18.2 It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

18.3 Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse

- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don't want to go
- assault
- Forced Marriage (see 19.0)

18.4 Staff know to pass on any concerns to the designated safeguarding lead.

## 19.0 Forced Marriage

19.1 A forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse.

19.2 A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights

19.3 Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

## 20.0 SEXTING / Sharing of Nude & Semi Nude Images

20.1 'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written message

20.2 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

20.3 'Sexting' is often seen as 'flirting' by children and young people who feel that it's a part of normal life.

20.4 'Sexting' can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress.

20.5 'Sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

20.6 Wildridings Primary School has due regard for the Government Guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (December 2020)

20.7 The school will ensure that the risks associated with this issue are discussed with children on a regular basis as part of the curriculum around e-safety.

20.8 Where the school becomes aware of 'Sexting' that has occurred and involves a child or children from the school, parents will be notified and Children's Social Care contacted where appropriate.

## 21.0 Online Safety

21.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. Through an effective whole school approach to online safety, we protect and educate pupils and staff in their use of technology and have established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If any pupils or staff are identified at risk, this will be reported to the Anti-Phishing Working Group (https://apwg.org/).

Further information is contained within the e-Safety policy. This includes how online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

## 22.0 Sexual violence and sexual harassment between children

22.1 Wildridings Primary School is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

22.2 The school has due regard for the DfE document: Sexual violence and sexual harassment between children in schools and colleges (September 2021)

22.3 When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. 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

22.4 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

22.5 Wildridings Primary School is clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up

22.6 Through the PSHE curriculum, the school delivers a programme of Sessions to challenge this issue. These include:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;

22.7 Where the school becomes aware of any instances of sexual violence and sexual harassment this will be dealt with in line with the behaviour policy and parents will be notified. Children's Social Care will be contacted in line with child protection procedures.

## 23.0 Gang Activity

23.1 Children and young people involved with, or on the edges of gangs, might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations

22.2 There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

22.3 For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

22.4 Wildridings Primary School takes gang activity seriously and will respond to concerns about gang membership through multi agency working and appropriate referrals which may include Youth Offending Service, Police and Children's Social Care.

## 24.0 County Lines and Criminal Exploitation

24.1 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

24.2 Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

24.3 When children present with risk indictors that could be associated to criminal exploitation, school will complete a Criminal Exploitation Risk Assessment Tool and refer to Children's Social Care. School may also consult with the Children's Specialist Support Exploitation Team if required.

24.4 The designated child protection lead will attend the 'Bracknell Forest Exploitation Risk Assessment Meeting' if requested to do so.

## 25.0 Fabricated and Induced Illness

25.1 Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.

25.2 There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

25.3 Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

25.4 In cases of suspected Fabricated and Induced Illness Wildridings Primary School will work closely with other agencies to ensure information is shared appropriately and in a timely manner.

25.5 Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care.

## 26.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

26.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2021) and the Local Authority's Safer Recruitment Toolkit.

26.2 **The following members of staff have undertaken Safer Recruitment training:**

**Simon Cope (Headteacher), Anna Cook (Deputy Headteacher), Chrissy Wort (Deputy Headteacher and SENCo), Mark Dodds (Team Leader), Rebecca Holdaway (Team Leader), Katy Cole (Team Leader), Jackie Clapton (Team Leader) and Anne-Marie Chitty (School Business Manager).**

**The following governors have undertaken Safer Recruitment training: Kusum Trikha, Tracey Wright, Sharnjeet Ragubansi.**

26.3 Any allegation of abuse made against a member of staff will be reported straight away to the Headteacher. In cases where the Headteacher is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix D.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.

26.4 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or where there are concerns about the practice of a staff member. The school will adhere to the relevant procedures set out in Keeping Children Safe in Education.

26.5 The Headteacher or Chair of Governors will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Headteacher or Chair of Governors **will not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

26.6 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

26.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

26.8 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

26.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the schools' code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

26.10 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

26.11 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

## 27.0 OTHER RELATED POLICIES

Low Level Concerns
Physical Restraint
e-Safety
Acceptable Use
Health and Safety
Intimate Care
Whistleblowing
Complaints
Behaviour
Equality
Attendance

## 28.0 Use of Mobile Phones Policy

28.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

## 29.0 Children with Special Educational Needs

29.1 At Wildridings Primary School we recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. In managing children with complex and multiple disabilities and/or emotional and behavioural problems we are particularly sensitive to indicators of abuse. We recognise that behaviour, mood and injury may relate to possible abuse and not just a child's SEN or Disability.

We also recognise that there is a greater risk of peer group isolation and disproportionate impact of bullying among children with SEND, in particular for those children with reduced communication. As a school we strive to ensure any such issues are dealt with at the earliest opportunity and that these matters are dealt with proactively through the PSHE curriculum.

As part of the PSHE curriculum staff will teach children personal safety skills in accordance with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

Where necessary in order to support children with commination difficulties, the school will provide additional training to staff on different communication strategies.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

## 30.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

30.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

- nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion safeguarding and child protection issues
- ensure an annual report is made to the full governing body. This will include a self assessment audit of safeguarding arrangements for the school.
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

## 31.0 Extended Schools and Before and After School Activities (on or off school site)

31.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

31.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

# Four categories of abuse

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

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

It may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to a child's basic emotional needs

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

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

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - 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.

**Useful Contacts and links to further guidance**

| | |
|---|---|
| Bracknell Forest Council Education Safeguarding Manager | Tel: 01344 354014 |
| Bracknell Forest Multi Agency Safeguarding Hub | Tel: 01344 352005 |
| Local Authority Designated Officer (LADO) | Tel: 01344 351572 |
| Emergency Duty Team (Out of hours) | Tel: 01344 786543 |

Working Together to Safeguard Children (July 2018) Working Together to Safeguard Children 2018 (publishing.service.gov.uk)

DfE Keeping Children Safe in Education (September 2021) – Keeping children safe in education 2021 (publishing.service.gov.uk)

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) - Stat guidance template (publishing.service.gov.uk)

DfE Sexual violence and sexual harassment between children in schools and colleges (September 2021)
Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

UKCCIS Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

DfE Teaching Online safety in Schools (June 2019)
DfE external document template (publishing.service.gov.uk)

UKCCIS Education for a Connected World (2020)
Education for a Connected World (publishing.service.gov.uk)

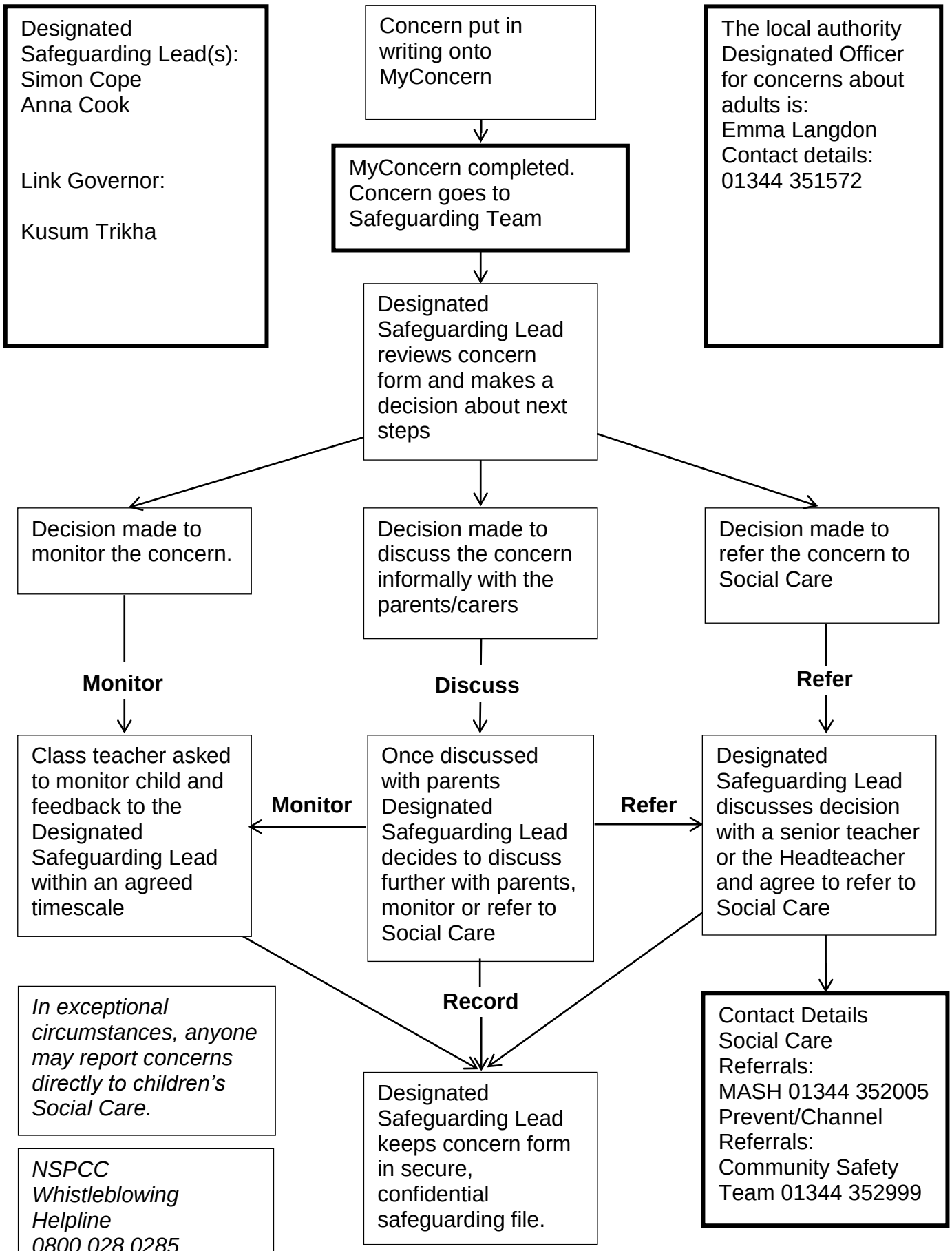
Home Office Criminal Exploitation of children and vulnerable adults: County Lines guidance (Sep 2018)
Criminal Exploitation of children and vulnerable adults: County Lines guidance (publishing.service.gov.uk)

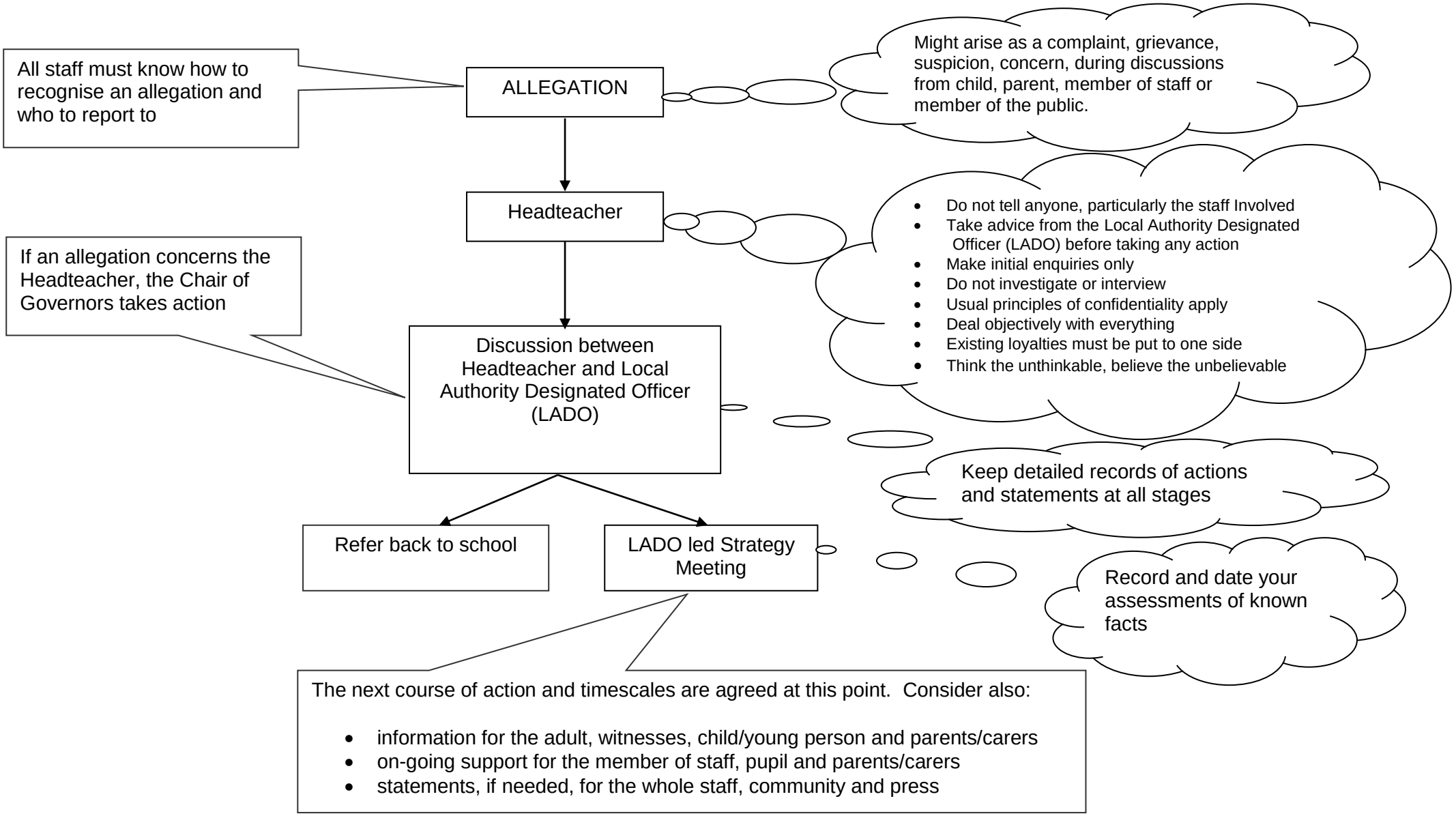
Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) – HM Government - Multi-agency statutory guidance on Female Genital Mutilation (publishing.service.gov.uk)

Berkshire Child Protection Procedures – http://berks.proceduresonline.com/

Bracknell Forest Safeguarding Board – Bracknell Forest Safeguarding Board

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



**Appendix D**

## Managing an Allegation Against a Member of Staff in your Establishment