



# **Bracknell Forest Council Safeguarding and Child Protection Policy for Schools**

Birch Hill Primary School

October 2015

## The Safeguarding Team



**Michael Dillon**  
**Safeguarding Lead [DSMS]**



**Ms Karen Cameron**  
**(KS2 Deputy Head)**

**Deputy Lead**



**Mrs Angela Spooner**  
**(Inclusion Leader)**

**Deputy Lead**



**Mr Len Hughes-White**  
**(EYFS/KS1 Deputy Head)**

**Deputy Lead**

**Designated Governor for Safeguarding is: Pauline Cole**

**Other Key People:**

- ✓ **Val Wood: School Business Manager**
- ✓ **Della Payne: Family Support Advisor (FSA)**
- ✓ **Sue Sarginson: School Site Manager**

# INTRODUCTION

Birch Hill Primary School fully 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 (Designated Person for Child Protection to refer).

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 staff, paid and unpaid, working in the school 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.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

## Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- The London Child Protection Procedures (2014)
- Keeping Children Safe in Education (DFE 2014)
- Keeping Children Safe in Education: information for all school and college staff (DFE 2015) – APPENDIX 2
- Working Together to Safeguard Children (DfE 2013)
- The Education (Pupil Information) (England) Regulations 2005

Working Together to Safeguard Children (DfE 2013) requires all schools to follow the procedures for protecting children from abuse which are established by Kingston and Richmond Safeguarding Children Boards.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse. Schools should ensure that those groups or individuals who hire and / or use their building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their duties, if children or vulnerable adults are using the building or grounds.

Furthermore

Keeping Children Safe in Education (DfE 2015) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Safeguarding Children Board

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (referred to in 'Keeping Children Safe in Education (DFE, April 2014 ) as Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the designated safeguarding lead should undergo updated child protection training every two years

The document ["Keeping Children Safe in Education" DFE March 2015](#) must be read in conjunction with this policy. The school will publish its Child Protection & Safeguarding policy on its website and signpost all stakeholders to information that will actively keep children safe online.

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

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

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

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

**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:

1.2.1 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

1.2.2 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

1.2.3 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

- 1.2.4 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
- 1.2.5 Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, Female Genital Mutilation, Extremism and Radicalisation. 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 Member of Staff for Child Protection is Michael Dillon (Headteacher)**
- 2.3 **The Deputy Designated Senior Member of Staff for Child Protection is Len Hughes-White (Deputy Head – EYFS/KS1), Karen Cameron and Angela Spooner**
- 2.4 **The following members of staff have also received the Designated Person training Michael Dillon**
- 2.5 **The Designated Governor for Safeguarding and Child Protection is Pauline Cole**

The school will:

- 2.5.1 ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the 2 day child protection training course run by representatives of the local authority.
- 2.5.2 ensure that this training is updated every two years in accordance with government guidance
- 2.5.3 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
- 2.5.4 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
- 2.5.5 ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available and will have ready access to the Bracknell-Forest Local Safeguarding Children Board Cue Card. (available in staff Safeguarding resource packs)
- 2.5.6 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)

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

2.4.8 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

2.4.9 provide Child Protection training for **all** staff from the point of their induction which is updated regularly, every three years at a minimum, so that they 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 exploitation, female genital mutilation, extremism and radicalisation.
- the need to record concerns
- how to support and respond to a child who discloses abuse

2.4.10 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 whistle-blowing policy

2.4.11 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

2.4.12 ensure that this policy is available publicly either via the school website [www.birchhillprimary.co.uk](http://www.birchhillprimary.co.uk)

## 2.5 **Liaison with Other Agencies**

The school will:

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

2.5.2 co-operate as required, in line with the DfE Working Together to Safeguard Children (2015) and Keeping Children Safe in education (2015), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

2.5.3 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

## 2.6 Record Keeping

The school will:

- 2.6.1 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 Social Care immediately
- 2.6.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location
- 2.6.3 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

## 2.7 Confidentiality and information sharing

- 2.7.1 Child protection information will be stored and handled in line with the Data Protection Act 1998 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.
- 2.7.2 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 school will:

- 2.7.3 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](http://www.education.gov.uk)

- 2.7.4 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 Violence notifications
- 2.7.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- 2.7.6 ensure staff are clear with children that they cannot promise to keep secrets

## 2.8 **Communication with Parents/Carers**

The school will:

- 2.8.1 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
- 2.8.2 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

## 3.0 **SUPPORTING VULNERABLE CHILDREN**

- 3.1 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.
- 3.2 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.
- 3.3 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.
- 3.4 **The school will support the pupil through:**
  - 3.4.1 Curricular opportunities to encourage self-esteem and self-motivation
  - 3.4.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
  - 3.4.3 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
  - 3.4.4 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.
  - 3.4.5 A commitment to develop productive and supportive relationships with parents/carers
  - 3.4.6 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
  - 3.4.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Berkshire LSCB Child Protection Procedures

- 3.4.8 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 Child Protection Review Manager and Named Social Worker will also be informed.
- 3.4.9 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 if a child is subject to a Child Protection Plan or there have been ongoing concerns.

### **3.5 Substance Misuse and Child Protection**

- 3.5.1 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:

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 abuse 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.

### **3.6 Children of Substance Misusing Parents/Carers**

- 3.6.1 Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 3.6.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 3.6.3 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

### **3.7 Domestic Abuse**

- 3.7.1 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.

3.7.2 Head Teachers 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 roll. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

### **3.8 Female genital mutilation (FGM)**

3.8.1 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.

3.8.2 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.

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

3.8.4 The school takes these concerns seriously and staff will be 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.

3.8.5 The Designated Person will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

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

3.9.1 Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something for example food, drugs, alcohol, gifts or in some cases simply affection) as a result of engaging in sexual activities.

3.9.2 Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organized crime involving gangs and groups.

3.9.3 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.

3.9.4 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.

3.9.5 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.

3.9.6 Schools will complete the Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a young person may be at risk.

### **4.0 Extremism and Radicalisation (further information in appendix)**

4.1 The school accepts the Government definition of extremism, which is:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

- 4.2 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. Our pupils see our 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.
- 4.3 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.
- 4.4 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.
- 4.5 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.
- 4.6 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.
- 4.7 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.
- 4.8 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
- 4.9 Our 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.
- 5.0 **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**
- 5.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance 'Keeping Children Safe in Education' (2015) and the Local Authority's Safer Recruitment Policy.
- 5.2 **The following members of staff have undertaken Safer Recruitment training:**  
**\*\**(Include who has completed the Safer Recruitment training)***
- Michael Dillon (Headteacher)
  - Val Wood
- 5.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 5.4 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education.
- 4.5 The Head Teacher 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 Head Teacher or Chair of Governors should **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.
- 4.6 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.
- 4.7 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.
- 4.8 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.

- 4.9 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.
- 4.10 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).
- 4.11 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.

## 5.0 OTHER RELATED POLICIES

- Health and Safety
- E-Safety and Acceptable Use
- Whistleblowing
- Complaints procedure
- Behaviour (& Anti-Bullying)
- Equality

### 5.1 Use of Mobile Phones Policy (2014)

- 5.1.1 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.

## 6.0 Children with Special Educational Needs

- 6.1 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.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of Makaton, or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

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.

## 7.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

Keeping Children Safe in Education (DfE April 2014) states:

**Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.**

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

In particular the Governing Body via the Nominated Governor for safeguarding must ensure:

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy, and that it is reviewed annually;
- appointing a Designated Safeguarding Lead who should undergo child protection training every year, at Level 3 and a Level 3 refresher three yearly;
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns;
- making sure that children are taught about how to keep themselves safe.

The Headteacher, DSL and Nominated Governor will provide an annual report to the Governing Body detailing any changes to policy and procedures, and key school safeguarding data, such as serious incidents, numbers of children looked after or subject to child protection plans, and details of any allegations made against staff or volunteers, and subsequent action, permanent or temporary exclusions, children missing education, or those with concerning attendance records. The report should include an understanding of the special needs of students and matters of diversity and ethnicity.

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.

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

- 7.2.1 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.

7.2.2 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.

This policy was ratified on .....

and will be reviewed on .....

Signed by the Headteacher .....

Chair of Governors .....

Designated Person (if 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** - 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.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

**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**

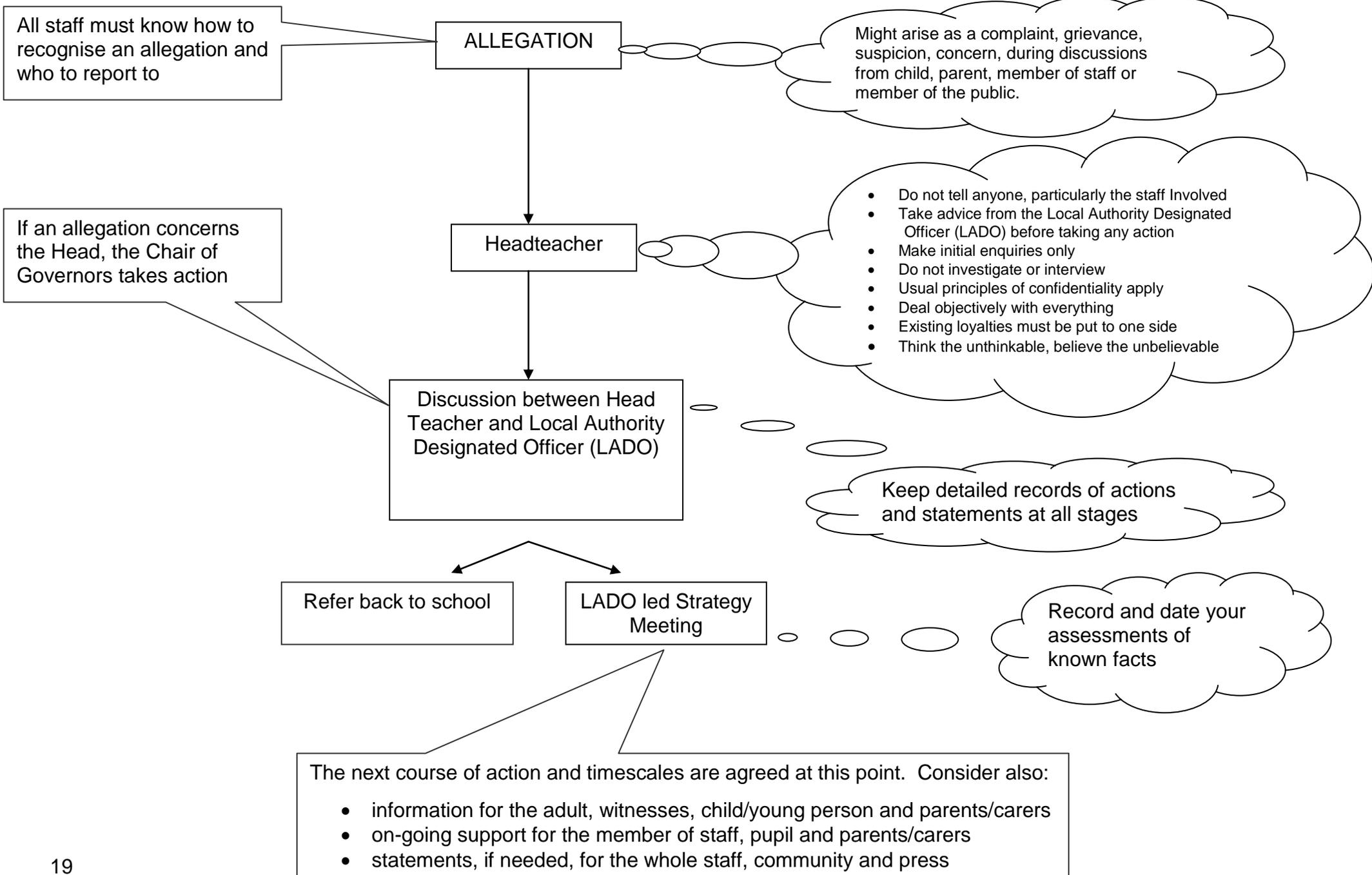
Bracknell Forest Council Education Safeguarding Manager                      Tel: 01344 354014

Bracknell Forest Council (Children's Social Care Consultation Line) Tel: 01344 352020

Emergency Duty Team (Out of hours)    Tel: 01733 234724

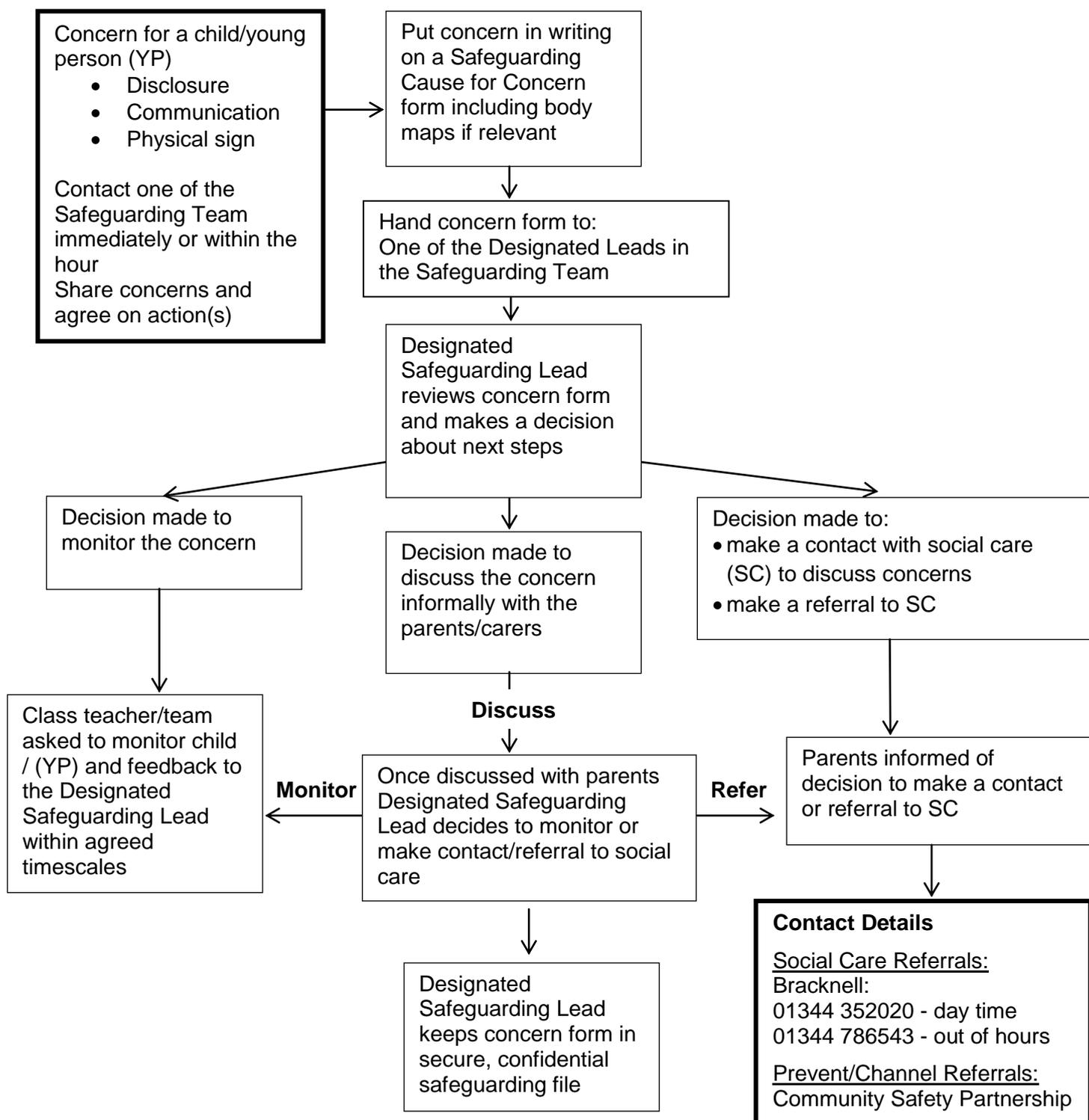
Bracknell Forest Local Safeguarding Children Board – <http://www.bflscb.org.uk/>

Berkshire Child Protection Procedures - <http://berks.proceduresonline.com/index.htm>





## What to do if you are concerned about a child/young person:



*In exceptional circumstances, concerns may be referred directly to children's social care for example if child/YP may be put at further risk*

*The Designated Lead for Safeguarding (DSMS)/Deputy will make all referrals.*

*The school aims to make all referrals as early in the day as possible. This allows time for CSC to speak to/see the child/young person if necessary.*

*DSMS will keep you updated on any follow up and inform you of correct sharing information protocol*

## Local Authority - LEVELS OF NEED

**Level 1 - Universal** – these are children with no additional needs; all their health and developmental needs will be met by universal services. The majority of children living in each local authority area require support from universal services alone.

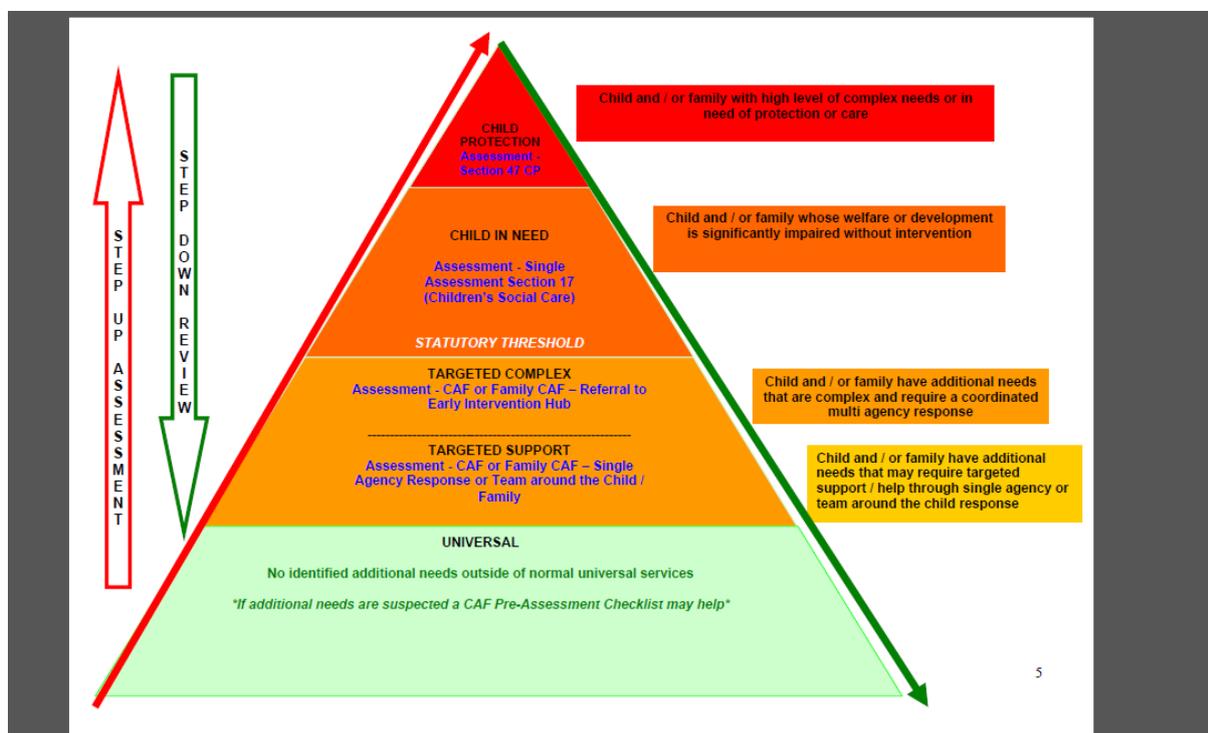
**Level 2 - Targeted** – these are children with additional needs who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. This is the threshold for a CAF (multi-agency early help assessment) or a Family CAF to be undertaken. A CAF or Family CAF will help to assess additional needs and may lead to a Team around the Child (TAC) or Team around the Family (TAF) meeting or a targeted single agency response.

**Level 2a) - Targeted Complex** - Where a CAF or Family CAF has identified additional needs that are more complex and indicate a higher level of risk factors, a more coordinated multi-agency response may be required. This is the threshold for a referral to the multi-agency Early Intervention Hub.

**Level 3 - Children in Need** – these are children who are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or children who are disabled. They may require longer term intervention from statutory and specialist services. This is the threshold for an assessment led by children’s social care under s.17 Children Act 1989.

**Level 4 - Child Protection** - these children are suffering or are likely to suffer significant harm. They will require intensive support under s.47 Children Act 1989. This is the threshold for child protection.

The diagram below shows the continuum of need which reflects these





## Cause for Concern Form

<b>Child's Name:</b>		<b>Class:</b>
<b>Date Of incident</b>	<b>Time Of incident</b>	<b>Location Of incident</b>
<p><i>Description of Incident / Reason for Concern. Please record exactly what you hears/witnessed/observed and when and where</i></p>          		
<p><b>Reported by:</b> <b>Position:</b></p>		
<p><b>Follow up action:</b></p>          		
<b>Name/Position:</b>		<b>Signed:</b>
<b>Date:</b>		

## **Extremism and Radicalisation (further information)**

### **Introduction**

Birch Hill Primary School is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults at Birch Hill Primary School recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy, and the procedures therein, staff and visitors will contribute to Birch Hill Primary School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2014"; and specifically DCSF Resources "Learning Together to be Safe".

<sup>1</sup> *the physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.*

### **School Ethos and Practice**

When operating this policy Birch Hill Primary School uses the following accepted Governmental definition of extremism which is:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'*.

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. Our pupils see our 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.

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.

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 of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at Birch Hill Primary School we 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 marginalized.

Furthermore at Birch Hill Primary School we are aware that children and 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.

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 Anti Bullying Policy for pupils and the Code of Conduct for staff. Where misconduct by a teacher is proven the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

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
- Children /young people disclosing information about extremist or terrorists actions

Our school will closely follow any locally agreed procedure as set out by the Local Authority and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

## **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily via PSHE. Assemblies, circle time, school rules, wider opportunities – tolerance and respect for others are our core values.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. We will do this by:

- Making a connection with young people through good teaching and a pupil centered approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore this approach will be embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Personal, Social, Health Education (PSHE)
- Social, Moral, Spiritual, Cultural (SMSC)
- Religious Education (RE)
- Citizenship programmes
- Open discussion and debate
- Work on anti-violence, anti-bullying and a restorative approach addressed throughout curriculum
- Actively promote children's 'voice', through our Rights Charter (UN Rights & Responsibilities initiative) initiatives such as; School Council, Houses, Pupil Parliament,

We will also work with local partners, families and communities in our efforts to ensure our school understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our pupil's experiences and horizons. We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences we will ensure that that pupil is offered mentoring. Additionally in such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Birch Hill Primary School we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

### **Use of External Agencies and Speakers**

At Birch Hill Primary School we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are carefully evaluated by schools to ensure that they are effective

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.

### **Whistle Blowing**

Where there are concerns of extremism or radicalisation Pupils and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. See Whistle Blowing Policy.

## **Child Protection**

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at Birch Hill Primary School will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive).

Therefore all adults working in Birch Hill Primary School (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher.

The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

## **Training**

Whole school in-service training on Safeguarding and Child Protection will be organised for staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority, will in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the LSCB at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

## **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

## **Role of Governing Body**

The Governing Body of our School will undertake appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Body of our school will support the ethos and values of our school and will support the school in tackling extremism and radicalisation.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2014' the governing body will challenge the school's senior management team on the delivery of this policy and monitor its effectiveness.

Governors will review this policy regularly and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.