Child Protection & Safeguarding Policy

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1. Policy Statement

This Policy applies to Luckley House School. This Policy is reviewed and updated annually (as a minimum) and is available on the School website and in the Staff OneNote folder.

This Policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2020) ("KCSIE")
- Guidance for full opening: schools (updated 28 August 2020)
- What to do if you are worried a child is being abused (March 2015)
- Working Together to Safeguard Children (July 2018)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Revised Prevent Duty Guidance for England and Wales (April 2019)
- The Prevent Duty: Departmental Advice for Schools and Childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015).

This Policy also takes into account the procedures and practice of Wokingham Borough Council as part of the inter-agency safeguarding procedures as set up by Berkshire West Safeguarding Children's Partnership.

Safeguarding is defined as:

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

Child Protection is part of safeguarding and refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Throughout this policy the term Safeguarding will be used to mean both Child Protection and Safeguarding.

2. Concerns about a Pupil

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of pupils is everyone's responsibility.

Parents are encouraged to raise any concerns directly with the School, if necessary using this safeguarding policy, for concerns about the safety and/or welfare of their children. Parents may contact the ISI directly if they wish.

The School has arrangements for listening to pupils and providing early help. Details of these arrangements are displayed in all classrooms.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse
- neglect.

Physical abuse

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

Emotional abuse

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

Sexual abuse

Sexual abuse involves forcing or enticing a pupil to take part in sexual activities, not necessarily involving a high level of violence, whether or not the pupil is aware of what is happening. The activities may involve physical contact, including assault by penetration, for example rape or oral sex, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving pupils in looking at, or in the production of, sexual images, watching sexual activities, encouraging pupils to behave in sexually inappropriate ways, or grooming a pupil 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 pupils.

Sexual abuse also includes sexual violence and sexual harassment which can occur between two pupils of either sex. They can also occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence comprises sexual offences under the Sexual Offences Act 2003 such as rape, sexual assault, and assault by penetration. Sexual harassment is unwanted conduct of a sexual nature that can occur both online and offline. Sexual harassment is likely to violate a pupil's dignity and/or make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names, sexual jokes or taunting, physical behaviour such as deliberately brushing against someone, interfering with someone's clothes, and

displaying pictures, photos or drawings of a sexual nature, and online sexual harassment, which might include non-consensual sharing of sexual images and videos, and sharing sexual images and videos, both often referred to as sexting, inappropriate sexual comments on social media, exploitation, coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Neglect

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

3. Procedures for Dealing with Concerns about a Pupil

If staff suspect or hear an allegation or complaint of abuse or neglect from a pupil or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping pupils safe.

The guidance, 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of, pupils. If in doubt about what information can and should be shared, staff should speak to the DSL.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions, together with reasons, made under these procedures should be recorded in writing using the School Safeguarding Concerns Form which can be found on the staff OneNote and at the end of this policy (Appendix 5). If the form cannot be located, then a written record should be made including the date, time and place of the conversation and details of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, the disclosure should be managed, if possible, with two members of staff present, preferably one of them being the DSL or the DDSL.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours such as sexual harassment and sexual violence. The School manages this by ensuring all pupils have a 'go to person' of their own choice. The School operates its processes with the best interests of pupils at its heart.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between pupils outside School. All staff, but especially the DSL and the DDSL, should consider

the context in which safeguarding incidents and behaviour occur and how they can be associated with factors outside the School. The School will, as part of the wider assessment of pupils, consider whether environmental factors are present in a pupil's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early help

Any pupil may benefit from early help, but all staff should be particularly alert to the potential need for early help for a pupil who is or has:

- disabled and has specific additional needs
- special educational needs whether or not they have a statutory EHCP
- a young carer
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- frequently missing/goes missing from care or from home
- misusing drugs or alcohol themselves
- at risk of modern slavery, trafficking or exploitation
- in a family circumstance presenting challenges for the pupil, such as substance abuse, adult mental health problems or domestic abuse
- returned home to their family from care
- showing early signs of abuse and/or neglect
- at risk of being radicalised or exploited
- a privately fostered pupil.

Early help means providing support as soon as a problem emerges at any point in a pupil's life from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Berkshire West Safeguarding Children's Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a pupil

If staff, including governors, agency staff and volunteers, have any concerns about a child, as opposed to a child being in immediate danger, they should, where possible, speak with the DSL to agree a course of action, although staff can make a direct referral to Children's Social Care. Staff should not assume that somebody else will take action and share information that might be critical in keeping pupils safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a pupil's situation does not appear to be improving, the DSL should press Children's Social Care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and Children's Social Care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a pupil is in danger or at risk of harm

If staff, including governors, agency staff and volunteers, believe that a pupil is in immediate danger or at risk of harm, they should make an immediate referral to Children's Social Care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24

hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and Children's Social Care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and Children's Social Care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Safeguarding Children Board is Berkshire West Safeguarding Children's Partnership.

A full copy of their local procedures can be found at:

https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/wokingham/concerned-about-a-child-in-wokingham

Where pupils are engaged in one-to-one teaching, the Staff Behaviour Policy has advice for staff such as peripatetic music teachers and sports staff with regard to one-to-one contact and appropriate touch for the purposes of effective instruction. All classrooms have vision panels and teaching timetables are publicised on notice boards.

What staff should do if a pupil is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about pupils who may be at risk of being drawn into terrorism. This may include referral to Channel or Children's Social Care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a pupil being drawn into terrorism they must call 999. Advice and support can also be sought from Children's Social Care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments, following consultation with local partners such as the Police, of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and the governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect pupils from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of female genital mutilation (FGM)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if they are concerned that pupils are at risk from or involved with serious violent crime

All staff should be aware of indicators that may signal that pupils are at risk from or are involved in serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, signs of assault or unexplained injuries.

If staff have any concerns about a pupil, as opposed to a pupil being in immediate danger, they should, where possible, speak with the DSL to agree a course of action, although staff can make a direct referral to Children's Social Care.

What staff should do if a pupil goes missing from education

Pupils going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with pupils who go missing from education are managed in accordance with the Missing Pupil Policy & Procedures to be used for searching for and, if necessary, reporting any pupil missing from education. Further details can also be found at Appendix 1 of this policy.

Where possible, the School will hold more than one emergency contact number for each pupil to provide additional options to make contact with a responsible adult, particularly when a pupil missing from education is also identified as a welfare and/or safeguarding concern.

The School will report to Wokingham Borough Council when a pupil who fails to attend School regularly or has been absent without permission for a continuous period of 10 days or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, they should be referred to the Head. Where there are concerns about the Head, they should be referred to the Chair of Governors.

In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff, including volunteers, and refer the matter directly to the designated officer(s) at the Wokingham Borough Council.

What staff should do if they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, they should be raised in accordance with the whistleblowing procedures which can be found in the Staff Behaviour Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the External Contacts page at Appendix 7.

4. Arrangements for Dealing with Peer-On-Peer Allegations

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying, including cyber bullying, physical abuse, initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as 'banter' or 'part of growing up'. Nor will harmful sexual behaviours be dismissed as the same just 'having a laugh' or 'boys being boys'. The School recognises that a pupil is

likely to disclose an allegation to someone they trust, which could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that pupils with Special Educational Needs & Disabilities can be more prone to peer-on-peer group isolation than other pupils and will consider extra pastoral support for those pupils.

The School recognises that pupils can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. As a School with boarding pupils, staff need to be aware that pupils can be particularly vulnerable and should be alert to pupil relationships and the potential for peer abuse, particularly if there are significantly more girls than boys. Boarders are separated by gender into two distinct boarding areas with entry restricted to those living in the houses. Entry systems are time limited. Staff are trained, aware and vigilant.

The School takes steps to minimise the risk of peer-on-peer abuse through supervision, education in the form of PSHE and assemblies. This is in addition to the provision of mentoring and the knowledge that adults in the School can be approached with early concerns. Staff should be familiar with the five-part document produced by the DSL.

Where an issue of pupil behaviour or bullying gives reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm, staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour Policies.

A pupil against whom an allegation of abuse has been made may be suspended during the investigation. The School will take advice from the WBC on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including both the alleged victim and the perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of WBC, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult until the investigation is completed. Confidentiality will be an important consideration, and advice will be sought from the WBC and/ or the Police as necessary and appropriate.

The Police may be informed of any harmful sexual behaviours that are potentially criminal in nature such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to Children's Social Care and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

Youth Produced Sexual Imagery (YPSI), formally known as sexting, is the use of technology to generate images or videos made by pupils under the age of 18 of other pupils where images are of a sexual nature and are indecent. The content can vary from text messages to images of partial nudity to sexual images or video. These images are then shared between young people and/or adults and with people they may not even know. Young people are not always aware that their actions are illegal, and the increasing use of smart phones has made the practice much more commonplace.

The School's approach to YPSI

Staff should confiscate the device and immediately set it to either flight mode or switch it off, report the incident and hand the device to the DSL. They should also make a record of the incident in accordance with record keeping procedures.

The DSL records all incidents, including both the actions taken as well as those not taken, with justifications in line with the advice contained in:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_N CA_Sexting_In_Schools_FINAL_Update_Jan17.pdf.

In the event of disclosures about pupil-on-pupil abuse, all the pupils involved, including both the victim and the perpetrator, will be treated as being at risk and the appropriate safeguarding procedures will be followed. Victims and perpetrators will be offered support, which could be from a number of different people such as the School Nurse, the School Counsellor, or a member of the School pastoral team, and in accordance with the wishes and best interest of the pupils involved. Support from external agencies will be sought as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessments should consider the:

- victim
- alleged perpetrator
- other pupils and, if appropriate, staff.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

5. Arrangements for Dealing with Allegations of Abuse Against Adults

The procedures for managing allegations against adults who are currently working in the School follows Department for Education statutory guidance and Berkshire West Safeguarding Children's Partnership arrangements and applies when adults have, or are alleged to have:

- behaved in a way that has harmed a pupil, or may have harmed a pupil
- possibly committed a criminal offence against or related to a pupil
- behaved towards a pupil in a way that indicates that they may pose a risk of harm if they were to work regularly or closely with pupils.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical allegations of abuse should also be referred to the Police.

If an allegation is made against anyone working with pupils in the School, the School should not undertake their own investigation without prior consultation with the Local Authority Designated Officer or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis.

All allegations should be investigated as a priority to avoid any delay and dealt with as follows:

- All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head or to the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head or the DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors and the LADO. However, staff may consider discussing any concerns with the DSL and make may any referral via them

- The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to pupils or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing and any communication with both the individual and the parents of the pupil or pupils, agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria, or that are made directly to the Police and/or Children's Social Care

- The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course of action unless there is an objection by Children's Social Care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual

- The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details

- Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from pupils should be made

- The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case subject to any advice from Children's Social Care or the Police

- The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or National College for Teaching and Learning should be made where an allegation is substantiated and the individual is dismissed, or the School ceases to use their services, or the individual resigns, or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any individual, whether employed, contracted, a volunteer or a student, who has harmed, or poses a risk of harm, to a pupil, or if there is reason to believe the individual concerned has committed one of a number of listed offences and who has been removed from working, paid or unpaid, in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of such an individual, the School must consider making a referral to the Teaching Regulation Agency. A prohibition order may be appropriate because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence

- On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will be provided only to the individual concerned. Schools have an obligation to preserve records that contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse (IICSA). All other records should be retained until the individual concerned has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it, or whether the Police should be asked to consider if action might be appropriate against the person responsible if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission in accordance with the Commission's guidelines.

6. Staff Behaviour Policy

The Staff Behaviour Policy can be found on the school website. The aim of the policy is to provide clear guidance about staff behaviour and actions so as to not place pupils at risk of harm or staff at risk of allegation of harm to a pupil.

7. Safer Recruitment

The School is committed to safer recruitment procedures. Members of the teaching and non-teaching staff including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are subject to the necessary statutory child protection checks before starting work. These include, for example, right to work checks, additional overseas checks, verifying identity, taking up references, checking work history, and confirming medical fitness for the role. For most appointments an enhanced DBS check with barred list information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with pupils and young people are set out in the School's Recruitment & Selection Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils, are suitable and appropriately supervised are set out in the Visiting Speaker Policy.

8. Management of Safeguarding

The School's DSL is Mrs Claire Gilding-Brant who is a member of the leadership team.

Mrs Sally Hills, who is also a member of the leadership team, is the DDSL and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the School Contacts page in Appendix 8.

The DSL's role is to take the lead responsibility for safeguarding matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties, and monitor the effectiveness of the School's policies and procedures in practice. The DSL works with Governors to review and update the Child Protection & Safeguarding Policy. When a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school, separately from the main pupil file, as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services. In addition, interim update training takes place for all staff at the start of every term taking into account emerging concerns including online safety. All teaching staff are required to complete online safety training.

During term time either the DSL or the DDSL will always be available during school hours for staff to discuss any safeguarding concerns. For out of hours/out of term activities, the contact details of the DSL and DDSL are supplied to supervising staff.

Full details of the DSL's role can be found at Annex B of KCSIE.

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the lead responsibility for safeguarding lies with the DSL and cannot not be delegated.

9. Training

Induction and training are in line with advice from BWSCP.

All staff

Training in safeguarding is an important part of the induction process. More detail is set out in the Induction of New Staff in Child Protection section in the Staff Handbook. All new staff will be provided with induction training that includes:

- the Child Protection & Safeguarding Policy
- the role and identity of the DSL and DDSL
- the Behaviour Policy
- the Staff Behaviour Policy, including the School's Whistleblowing Procedure, and the Acceptable use of Technologies Policy
- staff/pupil relationships and communications including the use of social media
- the safeguarding response to pupils who go missing from education
- a copy of Part One of KCSIE

School leaders and staff who work directly with pupils will also be required to read Annex A and Part five of KCSIE.

Copies of the above documents are provided to all staff during induction.

Temporary staff and volunteers are provided with a summary leaflet with the key aspects of this policy explained along with photos of the DSL and the DDSL. Any individuals working directly with pupils and not under constant supervision will have undergone all the recruitment checks done for permanent staff. They will also have completed child protection training.

All staff are also required to:

- read Part One of KCSIE and confirm that they have done so; each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes through briefings, by email, and by specially convened meetings as appropriate
- read the amended Part Five document created by the DSLs
- understand key information contained in Part One of KCSIE; the School will ensure staff understanding by targeted INSET, spot quizzes in briefings, and individual interviews with the Governor with responsibility for safeguarding
- receive regular training in safeguarding in line with advice from BWSCP; training will include online safety and harmful sexual behaviours including peer-on-peer sexual violence and harassment; it will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify pupils at risk of being drawn into terrorism, are able to challenge extremist ideas, and know how to refer pupils for further help; all teaching, nursing and boarding staff are required to complete the Prevent Duty training module provided by Educare
- undertake regular informal updates at least annually to provide them with relevant skills and knowledge to safeguard pupils effectively; the School provides these via, for example, emails, e-bulletins, and staff meetings. All staff attend focused safeguarding training at the start of each term in addition to the informal updates.

DSL

The DSL and DDSL receive updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the BWSCP approach to Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

10. Oversight of Safeguarding, Including Arrangements for Reviewing Policies and Procedures

The Revd George Curry is the Board of Governors' Designated Governor to take a lead in relation to safeguarding arrangements in the School.

A review of the Child Protection & Safeguarding Policy takes place at least annually including a review of the effectiveness of procedures and their implementation. This policy, and any amendments, is circulated to all members of the Board of Governors. It is first scrutinised by the

Education Committee who then recommend it for approval. The School draws on the expertise of staff, including the DSL, in shaping the School's safeguarding arrangements, policies and procedures.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to procedures or practice to help prevent similar events in the future.

11. Arrangements to Fulfil Other Safeguarding Responsibilities

Teaching children how to keep safe

The Board of Governors ensures that all pupils are taught about safeguarding, including online safety, through the curriculum and PSHE to help pupils adjust their behaviours in order to reduce risks and build resilience, including risk of radicalisation. This includes teaching pupils about the safe use of electronic equipment and the Internet, and the risks posed by adults or young people who use the Internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and is also embedded in PSHE and SRE.

The School has appropriate filters and monitoring systems in place to safeguard pupils from potentially harmful and inappropriate material online. The School's systems are Smoothwall UTM device with Guardian Content Filtering. Such systems aim to reduce the risk of pupils being exposed to illegal, inappropriate and harmful materials online, reduce the risk of pupils being subjected to harmful online interaction with others, and help manage online behaviour that can increase pupils' likelihood of, or cause, harm. Further detail of the School's approach to online safety can be found in the E-Safety Policy. This includes rules about the use of mobile technology in School and accessing 3G and 4G technology on School premises, and information about the arrangements to ensure that pupils are kept safe from terrorist and extremist material when accessing the Internet through the School's systems.

Looked after children

The Board of Governors ensures that staff have the skills, knowledge and understanding necessary to keep safe any pupils on roll who are looked after by a local authority.

At present, the School has no 'looked after children', but should any come onto roll Mrs Kim Elwood is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the

information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote, and at no point undermine, the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In some cases, the School may request a copy of the visiting speaker's presentation in advance of the session being provided.

Visiting speakers will be supervised by a School employee whilst on site. Visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School will also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

Arrangements for one-to-one tuition

Staff ensure they are teaching in a room with either a viewing panel on the door, the door left open, or a window which sees into the classroom.

Use of mobile devices and other Internet and camera enabled devices

The School's policy on the use of mobile devices can be found in the Behaviour Management Policy, Staff Behaviour Policy and ICT Acceptable Use Policy. The Head of Marketing has a list of pupils who can and cannot have their photo shared on a public forum. Staff who wish to use or take photographs or video of pupils, which must be on a school device only, must first check with the Head of Marketing to see if parental permission has been given before taking any image of a pupil.

Whilst supervising, teaching or in any contact situation with pupils, staff are not permitted to be using their phones. This includes teaching time, duties and the extended day.

12. Appendix 1: Signs and Symptoms of Abuse

Signs of physical abuse include:

- unexplained injuries or burns, particularly if they are recurrent
- improbable excuses given to explain injuries
- untreated injuries
- admitting to punishment that appears to be excessive
- bald patches
- withdrawal from physical contact
- arms and legs covered during hot weather
- fear of returning home
- self-destructive tendencies
- aggression towards others
- running away

Signs of emotional and verbal abuse include:

- physical, mental and emotional development lags behind that of others of a similar age
- admitting to punishment that appears excessive
- over-reaction to mistakes
- continued self-deprecation
- sudden speech disorders
- inappropriate emotional responses to painful situations
- neurotic behaviour (rocking, hair twisting, thumb sucking)
- self-mutilation
- fear of parents being contacted
- Extremes of passivity or aggression
- running away
- compulsive stealing, scavenging

Signs of neglect include:

- constant hunger
- poor personal hygiene
- constant tiredness
- poor state of clothing
- emaciation
- frequent lateness or non-attendance at school
- untreated medical problems
- destructive tendencies
- low self-esteem
- no social relationships
- running away
- compulsive stealing or scavenging

Signs of sexual abuse include:

- sudden changes in behaviour or school performance
- displays of affection in a sexual way inappropriate to age
- tendency to cling or need constant reassurance
- tendency to cry easily
- regression to younger behaviour (thumb-sucking, acting like a baby)
- complaints of genital itching or pain
- distrust of familiar adults
- unexplained gifts (money or kind)
- depression or withdrawal or apparent secrecy
- setting, day or night
- sleep disturbances/nightmares
- anorexia/bulimia
- unexplained pregnancy
- fear of undressing for PE, Games and in the boarding house
- phobias or panic attacks

13. Appendix 2: Specific Safeguarding Issues

Behaviours linked to drug taking, alcohol abuse, truanting, and sexting put pupils in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse such as bullying including cyberbullying, gender-based violence/sexual assaults, sexting, and upskirting. They can also be linked to pupils missing education, sexual exploitation, domestic violence, fabricated or induced illness, faith abuse, FGM, forced marriage, gang and youth violence, gender-based violence, violence against women and girls, hate, mental health, radicalisation, relationship abuse, and trafficking.

Upskirting

Upskirting is a criminal offence and typically involves taking a picture under a person's clothing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.[157]

Serious violence

Indicators that pupils are at risk from, or are involved in, serious violent crime include increased absence from School, a change in friendships, relationships with older individuals or groups, a significant decline in performance, signs of self-harm, a significant change in well-being, signs of assault, or unexplained injuries. Unexplained gifts or new possessions could also indicate that pupils have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the risks and understand the measures in place to manage them.

Child sexual exploitation

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

- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections or becoming pregnant
- suffering from changes in emotional well-being
- misusing drugs and alcohol
- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education.

Child criminal exploitation (County Lines)

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. Key to identifying potential involvement in County Lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. In such cases referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, County Lines exploitation can:

- affect any pupil or young person, male or female, under the age of 18 years
- affect any vulnerable adult over the age of 18 years
- still be exploitation even if the activity appears consensual
- involve force and/or enticement-based methods of compliance often accompanied by violence or threats of violence
- be perpetrated by individuals or groups, males or females, and young people or adults, and is typified by some form of power imbalance in favour of those perpetrating the exploitation; whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Honour-based violence

Honour-based violence encompasses crimes that have been committed to protect or defend the honour of the family and/or the community and includes FGM, forced marriage, and practices such as breast ironing.

FGM comprises all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs. Guidance on the signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the multi-agency statutory guidance on FGM. Indications that a girl has already been subjected to FGM include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating
- prolonged or repeated absences from School and/or noticeable behaviour changes such as withdrawal or depression on the pupil's return
- reluctance to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in doubt, staff should speak to the DSL.

There is a statutory duty on teachers to report to the Police where they discover, either through disclosure by the victim or visual evidence, that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL. Where a teacher suspects that a pupil is at risk or it involves a pupil over 18, they should follow the School's safeguarding procedures.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, for example if they have learning disabilities. Some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding young people from forced marriage. There is a range of potential indicators that a pupil may be at risk of forced marriage, details of which can be found on pages 13-14 of the multi-agency guidelines, Handling cases of Forced Marriage. Staff can also contact the Forced Marriage Unit if they need advice or information (020 7008 0151 or email [fmu@fco.gov.uk.](mailto:fmu@fco.gov.uk))

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the Armed Forces in the UK or abroad.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability that are often combined with the influence of family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying pupils who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special educational needs and/or disabilities (SEND)

Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

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

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing these with the DSL as appropriate.

Discrimination

It is illegal to discriminate against any pupil on the basis of a Protected Characteristic. In particular, pupils who are of a different race, religion, or sexual orientation may be targeted by their peers. In some cases, a pupil who is simply perceived by their peers to be different in these respects can be equally vulnerable.

Domestic abuse

Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on pupils. The School should be mindful that pupils can often blame themselves for the abuse or may have had to leave the family home as a result of abuse. Domestic abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

Homelessness

Being homeless, or at risk of homelessness, presents a real risk to a pupil's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk, of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO when a pupil has been harmed or is at risk of harm.

Pupils who go missing from School

A pupil going missing from School is a potential indicator of abuse or neglect. Staff must follow the procedures for dealing with pupils who go missing particularly on repeat occasions. The procedure for dealing with pupils who go missing can be found in the Missing Pupil Policy. All unexplained absences will be followed up in accordance with this policy.

The School will inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- fulfil its duty to identify pupils of compulsory school age who are missing from education
- follow up any pupil who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority of any pupil who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Pupils and the court system

Pupils are sometimes required to give evidence in criminal courts either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support 5-11 year olds and 12-17 year olds available on the gov.uk website. These guides explain each step of the process and the support and special measures that are available.

Making pupil arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for pupils. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Pupils with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

14. Appendix 3: Job Description for the Designated Governor for Safeguarding

The Board of Governors is ultimately responsible for the effective management of safeguarding in the School. As part of discharging this responsibility, they nominate a Designated Governor to work with the Designated Safeguarding Leads and other senior staff to review the School's safeguarding policy, procedures and practice.

Key Responsibilities include to:

- maintain regular contact with the Designated Leads for safeguarding
- champion the promotion of well-being, safeguarding issues at the highest level within the School
- ensure that the Governing Body puts in place a suitable Child Protection & Safeguarding Policy and associated procedures which have proper regard to prevailing regulations guidance standards and advice
- conduct an annual review of safeguarding procedures and practices
- report regularly to the Board of Governors on safeguarding matters
- ensure that child safeguarding training is in place for all staff and relevant additional safeguarding training is undertaken as required by designated staff
- undertake appropriate safeguarding training and maintain an up-to-date knowledge of safeguarding requirements for the School
- help to broaden the understanding of the whole governing body on safeguarding issue.
- contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed
- ensure that Governors receive appropriate safeguarding training.

15. Appendix 4: Termly Safeguarding Check

Term_____

Date_____

☐ Discussion with DSL (see separate record)

☐ Checked key policies are reviewed and up-to-date including Child Protection & Safeguarding, Staff Behaviour, Acceptable Use and Anti-Bullying Policies

☐ Checked records of safeguarding concerns/referrals (security and management)

☐ Checked records of allegations of bullying (security and management)

☐ Informed of number and type of referrals made and/or current concerns

☐ Informed of any concerns regarding radicalisation

☐ Informed of any allegations of peer-on-peer abuse made against pupils

☐ Checked management of the Single Central Register with HR manager

☐ Confirmed all staff training is up-to-date with HR manager

☐ Evidence of parental knowledge of safeguarding issues.

☐ Brief conversation with a member of staff to ensure his/her knowledge of safeguarding policy, procedures and practices is adequate, including Prevent Duty

☐ Checked with Head whether there have been any allegations of abuse made against staff

Signed_____   Date_____

The Revd George Curry

_____   Date_____

Claire Gilding-Brant, Deputy Head Pastoral, DSL

16. Appendix 5: Safeguarding Concern Form

Please complete this form if you have a concern about a pupil

Pupil name: ………………………………………………………………

Pupil date of birth: ………………………………………………………………

Day, date and time: ……………………………………………………………..

Member of staff reporting concern: ………………………………………………

Concern (please be as detailed as possible)

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Signature: ………………………………………….   Date: ………………………………..

Time: …………………………………..

Date	Person taking action	Action	Signature

Guidance on completing a concern form

It is important that this form is completed as soon as possible when a concern has been raised. Please follow the guidance below on how to complete this form:

- please use this form for reporting
- enter all details
- include your full name not just initials
- be as detailed as you can preferably in the pupil's own words
- do not report on what others have told you; pupils must share their own concerns
- write a concern form for each pupil not multiple pupils on one sheet
- these forms may be used in court and inquests so they must be complete and accurate
- any notes taken should be attached to this form
- these forms are on the School network in staff share and also available as a hard copy in the staffroom in the SEND pigeonhole
- when you have completed a form hand it directly to Claire Gilding-Brant or in her absence Sally Hills
- please alert the safeguarding team to concerns as soon as possible; it can take many hours to deal with a concern so the earlier the concern is raised, the earlier the team can work towards a resolution
- remember to sign, date and put a time on the form
- if you feel a pupil is at immediate risk of harm, you must take action and inform the DSL as soon as possible; not doing anything is not acceptable.

17. Appendix 6: Remote Learning Safeguarding Arrangements

School contact list for safeguarding:

	Name	Skype contact	Email
DSL	Claire Gilding-Brant	claire.gilding-brant@luckleyhouseschool.org	Claire.gilding-brant@luckleyhouseschool.org
DDSL	Sally Hills	Sally.Hills@luckleyhouseschool.org	Sally.hills@luckleyhouseschool.org
Safeguarding Governor	George Curry	N/A	The Safeguarding Governor can be contacted through the Bursar Email: bursar@luckleyhouseschool.org

Contacts within the Local Authority Pan Berkshire Safeguarding Procedures:

http://berks.proceduresonline.com/

	Name	Address	Telephone Contact	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social Worker	Duty, Triage & Assessment Team Council Offices Shute End Wokingham Berkshire RG40 1BN	0118 908 8002 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	triage@wokingham.gov.uk
Prevent Officer Thames Valley Police	Prevent Officer	Reading Police Station Castle Street Reading RG1 7TH	07788 307178	Preventreferrals@thamesvalley.pnn.police.uk
Community Safety Partnership Manager and PREVENT Lead WBC	Narinder Brar	Council Offices Wokingham Berkshire RG40 1BN	07979 255308	Narinder.brar@wokingham.gov.uk
Local Authority Designated Officer (LADO)	Rene Baron	Council Offices Shute End Wokingham Berkshire RG40 1BN	01189 746141	LADO@wokingham.gov.uk

Principal Education Welfare Officer	Melissa Perry	Alder Grove C of E Primary School Alder Grove Shinfield RG2 9RA	0118 908 8095 07818 455624	Melissa.Perry@wokingham.gov.uk
Virtual School Head teacher	Pat Finegan	Council Offices Shute End Wokingham Berkshire RG40 1BN	07739 800207	Patrick.Finegan@wokingham.gov.uk
Berkshire West Safeguarding Partnership Operational Business Manager	Sherrie Newell Donna Gray	Council Offices Shute End Wokingham Berkshire RG40 1BN	07920 028052	Sherrie,newell@wokingham.gov.uk Donna.gray@brighterfuturesforchidlren.org

Context

From 20 March 2020 parents were asked to keep their children at home wherever possible and for the School to remain open only for those children of workers critical to the COVID-19 response.

Vulnerable pupils

Vulnerable pupils include those who have a social worker and those pupils with EHCPs.

Pupils may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHCP will be risk-assessed in consultation with the Local Authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many pupils and young people with EHCPs can safely remain at home.

Senior leaders, especially the DSLs, know who are our most vulnerable pupils.

The School will continue to work with and support children's social workers to help protect vulnerable pupils. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after pupils. The lead person for this will be the DSL.

There is an expectation that vulnerable pupils who have a social worker will attend an education setting so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of their child contracting COVID-9, the School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The School and social workers will agree with parents/carers whether pupils in need should be attending school. The School will follow up on any pupil that they were expecting to attend who does not. The school will also follow up with any parent or carer who has arranged for their child/children to attend school who subsequently do not attend. This will be monitored by the Registrar.

The School will confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. Again, this will be completed by the Registrar.

In all circumstances where a vulnerable pupil does not take up their place at School, or discontinues, The DSL or DDSL will notify their social worker.

Designated Safeguarding Lead

The Designated Safeguarding Lead is Mrs Claire Gilding-Brant

The Deputy Designated Safeguarding Lead is Mrs Sally Hills

It is important that all staff and volunteers have access to a trained DSL. On each day staff on site will be made aware of who that person is and how to speak to them.

Staff should contact the DSL in the first instance and if she is unavailable then seek to contact the DDSL via the information provided in the School Contacts appendix.

The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely.

The DSL or DDSL will be available to be contacted via skype or email when working from home. This will be the case during the remote learning period.

If a trained DSL is not on site, a member of the Senior Leadership Team will assume responsibility for co-ordinating safeguarding on site. This role will be taken on by Mrs Jane Tudor and Mr Ian Vallance who will work closely with the DSL and deputy when updating and managing access to child protection files.

Reporting a concern

Where staff have a concern about a pupil, they should continue to follow the process outlined in the Child Protection & Safeguarding Policy. Safeguarding concern forms can be found on the staff OneNote under HR, LHS policies.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with pupils in the school, they should report immediately to the DSL and/or Head.

Concerns around the Head should be directed to the Chair of Governors.

DSLs will continue to report concerns to Contact Advice and Assessment Service (CAAS) in the usual way.

During office hours call Social Services Tel: 01635 503190

Out of office hours, Emergency Duty Team Tel: 01344 786543

Safeguarding training and induction

All existing staff have had safeguarding training and have read part 1 of KCSIE. The DSL should update staff with any new local arrangements so they know what to do if they are worried about a pupil. Staff can also access Educare for refresher information if necessary.

An updated safeguarding video will be made available throughout the remote learning period.

Where new staff are recruited, or new volunteers enter the School, they will continue to be provided with a safeguarding induction.

Safer recruitment for volunteers and the movement of staff

It remains essential that people who are unsuitable are not allowed to enter the School's workforce or gain access to pupils. When recruiting new staff, the School will continue to follow the relevant safer recruitment processes including, as appropriate, relevant sections in part 3 of KCSIE.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If the School is utilising volunteers, it will continue to follow the checking and risk assessment process as set out in paragraphs 167 - 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a pupil or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing

Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the School will continue to keep the Single Central Register (SCR) up-to-date as outlined in paragraphs 148 - 156 in KCSIE.

The School will continue to provide a safe environment, including online, following the guidance set up in the ICT Acceptable Use Policy and other relevant documentation.

Children and online safety away from School

It is important that all staff who interact with pupils, including online, continue to look out for signs that a pupil may be at risk. Any such concerns should be dealt with as per the Child Protection & Safeguarding Policy and where appropriate contact should still be made to CAAS, making sure the DSLs are also informed.

The School will ensure any use of online learning tools and systems is in line with privacy and GDPR requirements.

Please consider the guidance from the Home Learning document created by SLT when delivering virtual lessons, especially where webcams are involved.

All staff at the School should remind themselves of the following policies:

- Staff Behaviour Policy
- ICT Acceptable Use Policy
- Social Media Policy (Section E, point 8 in the staff handbook).

Supporting pupils not in School

The School is committed to ensuring the safety and well-being of all of its pupils.

Where the DSL has identified pupils via the early help page who would normally receive pastoral-type support in School, they should ensure that a robust communication plan is in place.

The communication plans will be discussed with the various members of staff such as the Form Tutor or Head of Year.

Online safety in schools

The School works closely with all stakeholders to maximise the effectiveness of remote learning.

This plan will be reviewed regularly by SLT, and at least once a fortnight, and where concerns arise the DSL will consider any referrals as appropriate.

The School will share safeguarding messages on its website and social media pages.

The School recognises that school is a protective factor for pupils and that the current circumstances can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting pupils in School

The School is committed to ensuring the safety and well-being of all its pupils.

The School will continue to be a safe space for all pupils to attend and flourish. The Head will ensure that appropriate staff are on site and staff-to-pupil ratios are appropriate to maximise safety. Where pupils are in School supervision will be in place.

The School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The School will ensure that where we care for children of critical workers and vulnerable pupils on site, appropriate support is in place for them.

Peer-on-peer abuse

The School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where the School receives a report of peer-on-peer abuse, they will follow the principles as set out in the revised part 5 of KCSIE and of those outlined within the Child Protection & Safeguarding policy.

The School will listen and work with the pupil, parents/carers and any multi-agency partner required to ensure the safety and security of that pupil.

Concerns and actions must be recorded and appropriate referrals made.

18. Appendix 7: External Contacts

Berkshire West Safeguarding Children's Partnership (BWSCP)	Tel: 01635 519982 Email: BWSCP@westberks.gov.uk Web: https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/west-berks/west-berkshire
Wokingham Borough Council (WBC) Children's Safeguarding and Social Care Team	LADO: Rene Baron Tel: 0118 974 6141 Email: lado@wokingham.gov.uk CAAS: Duty Social Worker Tel: 0118 908 8002 Email: triage@wokingham.gov.uk Out of hours emergency duty team Tel: 01344 786543
Support and Advice about Extremism	Police Tel: 0845 850505 Anti-terrorism hotline: 0800 789321 Emergency: 999 Non-emergency: 101 Information: www.thamesvalleypolice.uk Wokingham Borough Council Tel: 0118 974 6000 Email: BWSCP@westberks.gov.uk Department for Education Non-emergency number: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk
NSPCC Whistleblowing Advice Line	Address: Weston House, 42 Curtain Road, London EC2A 3NH Tel: 0800 028 0285 Email: help@nspcc.org.uk
Disclosure and Barring Service	Address: PO Box 181, Darlington, DL1 9FA Tel: 01325 953795 Email: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH Tel: 0207 593 5393 Email: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	Tel: 0300 123 4666 (Monday to Friday from 8am to 6pm) Email: whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	Tel: 0207 600 0100 Email: concerns@isi.net

19. Appendix 8: School Contacts

Governors	Chair of Governors Mr John Richardson Nominated Safeguarding Governor Revd George Curry The Chair and Safeguarding Governor can both be contacted through the Bursar Email: bursar@luckleyhouseschool.org
DSL and DDSL	DSL: Mrs Claire Gilding-Brant Tel: 0118 974 3231 Email: claire.gilding-brant@luckleyhouseschool.org DDSL: Mrs Sally Hills Tel: 0118 974 3231 Email: sally.hills@luckleyhouseschool.org
Designated Teacher for Looked After Children	Mrs Kim Elwood Tel: 0118 974 3206 Email: kim.elwood@luckleyhouseschool.org
Head	Mrs Jane Tudor Tel: 0118 974 3209 Email: head@luckleyhouseschool.org

20. Appendix 9: Glossary of Abbreviations

BWSCP	Berkshire West Safeguarding Children's Partnership
Channel	The duty set out in the Counter-Terrorism and Security Act 2015 to provide support for people vulnerable to being drawn into terrorism.
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
FGM	Female Genital Mutilation
GDPR	General Data Protection Regulation
IICSA	Independent Inquiry into Child Sexual Abuse
INSET	In-Service Training
ISI	Independent Schools Inspectorate
KCSIE	Keeping Children Safe in Education
LADO	Local Authority Designated Officer
NICCO	National Information Centre on Children of Offenders
NSPCC	National Society for the Prevention of Cruelty to Children
PSHE	Personal, Social and Health Education
SEND	Special Educational Needs and/or Disabilities
SRE	Sex and Relationships Education
TRA	Teaching Regulation Agency
WBC	Wokingham Borough Council
YPSI	Youth Produced Sexual Imagery