



Reddam House Berkshire

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Whole School (Inc. EYFS) Child Protection & Safeguarding Policy

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STATEMENT OF INTENT

The safety and welfare of all our pupils at Reddam House School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) which is Wokingham Borough Council.

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

together with DfE guidance contained in Working Together to Safeguard Children (2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

and Keeping Children Safe in Education (KCSIE 2016):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf

This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. **All staff should read at least Part 1 and Annex A of KCSIE.**

All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The School Governors ensure that the **following mechanisms** are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE:

- Regular review of safeguarding concerns
- Annual refresher training for all staff
- Annual training of staff by the DSL, DDSL
- Bi-annual training for the DSL and DDSLs
- Annual review of policies and procedures

WHAT IS CHILD ABUSE?

The departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners

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

should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. The NSPCC website

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to. See also Appendix 1.

OTHER SAFEGUARDING ISSUES

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truancy, gender based violence and sexting also put children in danger.

The School recognises that children are capable of abusing their peers. Sexting, sending sexualised content by text, instant messaging or on social media, is a form of abuse and will be dealt with under the anti-bullying policy and in line with the guidance in this policy. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. All peer on peer abuse will be

managed in accordance with this policy and a bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm will warrants a response under these procedures rather than the School's Behaviour Policy.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Children's Services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and 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 Children's Services parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Children's Services or police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate with the victim being offered support through the pastoral system of Form Tutors and AYGCos, the independent listening service, the School Nurses or the boarding house parents for our boarding pupils. The DSL will be responsible for arranging appropriate support.

CHILD'S WISHES

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. The School manages this by providing:-

- **Vigilance:** good relationships with staff will mean adults notice when things are troubling children.
- **Understanding and action:** all aspects of the process or procedures will be explained to children and staff will listen to concerns and worries raised, with action taken where appropriate as a result of this.
- **Stability and support:** a member of staff will be assigned as a point of contact for children to be able to develop an on-going stable relationship of trust with those helping. Children are supported in their own right as well as a member of their family.
- **Respect:** there is the understanding from staff that children are competent and are treated with respect.
- **Information, engagement and explanation:** children are informed about and involved in procedures, decisions, concerns and plans. Children are informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.
- **Advocacy:** Staff will accompany children to any meetings and conferences to provide them with advocacy to assist them in putting forward their views

The School will operate processes with the best interests of the pupil at their heart.

TRANSPARENCY

Reddam House School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Reddam House. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

BOARDING SCHOOL ISSUES

As a boarding school there are additional factors to consider with regards to safeguarding set out in the National Minimum Standards. For example, the School should be alert to inappropriate pupil relationships, initiation/hazing type behaviours and the potential for peer on peer abuse, particularly if there is a significant gender imbalance. The Boarding House parents have also undertaken training on e-safety in order to provide support to the students using the internet outside of school hours.

SAFER EMPLOYMENT PRACTICES

Reddam House School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Please also see the School's recruitment policy and procedure, policy on induction of new staff, governors and volunteers in child protection and model staff behaviour policy.

In line with Part 3 of the DfE's guidance 'Keeping Children Safe in Education' ([KCSIE 2016](#)), the governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

The School works with external agencies where appropriate including inter-agency working on the part of the DSL and attendance at strategy meetings.

As part of carrying out safe recruitment procedures under KCSIE, members of the teaching and non-teaching staff at the School 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. 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 update check through the DBS Update Service.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at School or on another site.

Should the School develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

This policy is reviewed by governors annually. Please also refer to the School's Recruitment Policy for further details.

RAISING AWARENESS

Jenny Avis is the liaison governor for safeguarding issues. The role of the designated governor is to liaise with the local authority on issues of child protection or in case of allegations against the Head or a member of the Governing Body. The governors, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to the SLT, which both the head master/mistress and the designated safeguarding lead attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.
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We recognise that the School plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.

DESIGNATED SAFEGUARDING LEAD

Liam Webster, Deputy Head of the Senior School (or in his/her absence Tammy Howard, Head of Juniors) is our Designated Safeguarding Lead (DSL). Their contact details can be found in Appendix 4. He has been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of Keeping Children Safe in Education. He is a member of the senior leadership team at our School.

Suzanne Whitcher, Deputy of the Junior School and Bev Lancaster Deputy of the ELS are the DSL's deputies. Their contact details can be found in Appendix 4. The deputy will be trained to the same standard as the DSL.

Both the DSL and his deputies undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies will also undertake refresher updates at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. They both have a job description (Appendix 5) for their safeguarding roles and key activities. The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE). The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility should not be delegated.

The DSL and/or the deputy DSL can be contacted at any time for staff in School to raise or discuss any safeguarding concerns. Boarding staff have an emergency contact telephone number for the DSL and his/her deputy in the boarding house.

Bev Lancaster, Deputy of the ELS is the DSL for EYFS. Outside of term time Lana Wilson and Wendy Gribble act as Deputy DSLs.

The DSL maintains close links with the LSCB for Wokingham and reports at least once a year to the governors' on the child protection issues outlined above. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Local Authority Designated Officer ("LADO") in relation to allegations against someone working at the School and/or the police if a criminal offence is suspected.

The DSL will liaise with the local authority when necessary and work with other agencies in line with Working Together to Safeguard Children 2015 and attendance at strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation. The DSL will undertake Prevent awareness training to enable them to provide

advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter agency working, including using the Team around the Child Approach and/or the Common Assessment Framework.

The School's records on child protection are kept securely in the DSL's office, and are separated from routine pupil records. Access is restricted to the DSL, Deputy DSLs and the Heads.

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or the Heads and, if required, to the main points of local procedures of Wokingham, see [LSCB website](#) or, in certain circumstances, the police. Child Protection training is also given to new governors and volunteers. The particular training arrangements for the prevention of radicalisation are to complete the [Channel Awareness Training](#) with annual updates from the DSL in INSET training.

Training in child protection and safeguarding is an important part of the induction process. More detail is set out in our policy on Induction of New Staff Policy. Induction training includes:

- a review of the School's safeguarding policy including the staff code of conduct policy, behaviour policy, and the School's whistleblowing policy; and
- the identity of the DSL.

Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.

All new staff must read and sign to confirm that they have read Part 1 and Annex A of KCSIE and the relevant school policies listed in our Induction of New Staff policy. Temporary staff and volunteers will be provided with the contact details for the DSL and local agencies involved in safeguarding.

The Head and all staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from the School's LSCB. In addition, the Head and all staff receive safeguarding and child protection updated as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively through our subscription to

Educare online training.

The DSL and deputy DSL undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and his deputies will also receive regular updates as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role. This includes monthly updates from ISI, training from Educare online training and updates from the Berkshire LSCB.

STAFF OBLIGATIONS

All staff in our School are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf).

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the Head of the relevant School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the School immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the business manager or Head of Junior for more details.

PREVENTING RADICALISATION

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or

susceptibilities to any extremist indoctrination.

Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent Duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on the link below:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

The School, in recognition that pupils may be at risk of being drawn into terrorism, 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 Deputy DSL and governor responsible for safeguarding, Jenny Aviss to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

The School requires that all staff undergo PREVENT training and there is a module offered through the Educare online training.

The School uses the Smoothwall Web filtering system. The categories for filtering are reviewed with the IT manager annually or as required and include those categories connected with radicalisation. Staff who come across websites that they believe should be additionally filtered are required to report this to RM, our IT providers, on flexible@rm.com.

VISITING SPEAKERS

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to our pupils is to ensure that they can critically assess the information that 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 if relevant.

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

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

CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from school will be managed in accordance with the School's Missing Child Policy.

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more will be reported to the local authority. For further details on when the School has a duty to report to the local authority, as per the government guidance on [Children Missing Education 2016](#) - please see the Missing Child Policy and Procedures when a Child is not Collected on Time.

CHILD SEXUAL EXPLOITATION

The School recognises that children who are victims of child sexual exploitation may go missing from education. School staff will be alert to possible indicators of child sexual exploitation and any concerns will be managed in accordance with this policy.

SO-CALLED 'HONOUR BASED' VIOLENCE ('HBV')

So-called HBV can include forced marriage and Female Genital Mutilation ('FGM'). School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the Multi-agency statutory guidance of FGM (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage (<https://www.gov.uk/guidance/forced-marriage>).

From October 2015, all teachers (along with social workers and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment or pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the head teacher to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols [here](#). Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation: procedural information (<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>)

The local police non-emergency number is 101.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

All staff also need to be alert to the specific needs of those pupils who special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. 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 this with the DSL as appropriate.

USE OF MOBILE PHONES AND CAMERAS

Neither staff nor children may use their own mobile phones, cameras, tablet devices or other similar items to take photographs within the School's EYFS setting; nursery and up to Reception year. Please see the School's Data Protection Policy for the School's policy on taking photographs of pupils outside of these year groups. Please see ELS Mobile Phone and Camera Policy.

ONLINE SAFETY

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems are the [Smoothwall web filtering](#). Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online as part of their computing lessons and in life skills lessons; and
- designated staff are equipped with the knowledge to safeguard children online by attending online safety training.

The School's E-Safety Policy also sets out the School's approach to online safety.

PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

The School recognises that there may also be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies as appropriate.

If a member of staff is made aware of **any** allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to

record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in School should report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by [Wokingham LSCB](#).

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.

In our Boarding house, staff need to be aware that children can be particularly vulnerable and that schools should be alert to pupil relationships and the potential for peer abuse particularly in schools with a significant gender imbalance. The House Parents communicate regularly with pupils about issues of concern and they and the on-duty staff are alert to signs that a child may be being abused. Such concerns should be brought immediately to the attention of the DSL. Boarding staff are also aware that they are able to make referrals themselves, notifying the DSL as soon as possible afterwards, should the situation warrant it. Contact details for all agencies are available to all staff in the Boarding House.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the Wokingham Referral and Assessment Team (R&A Team), in Children's Services, for advice or direction and will inform Ofsted if appropriate. In relation to our Early Learning School (EYFS setting), the School will inform Ofsted as soon as is reasonably practicable, in any event within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the R&A Team within 24 hours.

Borderline cases will be discussed with the R&A Team without identifying individuals in the first instance and following discussions the R&A Team will judge whether or not an allegation or concern meet the relevant threshold. The R&A Team will decide in the circumstances what further steps should be taken. This could involve calling the police.

Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the School will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.

With regard to the Prevent Duty, the School will co-operate with Channel panels and the Police with assessments are being undertaken.

In the case of pupil-on-pupil abuse which the School has reported to the R&A Team and which the R&A Team or statutory child protection authority decides to investigate further, the matter will be dealt with under the School Behaviour and Discipline Policy after discussion with the R&A Team.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the DSL without delay. The DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.

The DSL will report safeguarding concerns to the Head (provided they do not concern the Head).

For children in need of additional support from one or more agencies, the School will gather advice from the R&A team where this is needed, and ensure that these early help needs are communicated to parents. Where external agencies are required to support, a CAF or MARF form will be completed and sent to Children's Services. The School's local authority is Wokingham Borough Council which operates the Wokingham LSCB. Reddam House's points of contact are as follows:

External Agency Contact Information

Child Protection

The School's points of contact for children who are the **focus of concern** are as follows:

Wokingham Borough Council website for child protection: <http://www.wokinghamlscb.org.uk>

Local Area Designated Officer (LADO) Tel no: 0118 974 6141 or email: LADO@wokingham.gcsx.gov.uk

Referral and Assessment Team Tel no: 0118 908 8002 or email: triage@wokingham.gov.uk

Out of Hours Emergency Duty Team Tel no: 01344 786 543

Police Emergency - 999

Police Non-Emergency - 101

OFSTED Safeguarding Children

08456 404046 (Monday to Friday from 8am to 6pm)

Whistleblowing@ofsted.gov.uk

Early Help

The School's points of contact for children who are **in need of help** are as follows:

Referral and Assessment Team Tel no: 0118 908 8002 or email: triage@wokingham.gov.uk

Extremism

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Other useful contacts

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

National College for Teaching and Leadership

Tel: 0345 609 0009

PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEAD

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The Heads will liaise with the LADO, police and social services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Heads and DSL) and volunteers follows Departmental guidance and Wokingham LCSB arrangements and apply when staff, including volunteers, have (or 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; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children.

Should the allegation be against the one of the Heads or School governor the member of staff bringing the concerns should immediately inform the Chairman of Governors without the Head or School governor being informed first. It will be the Chair's responsibility to contact the LADO.

If the allegation concerns a member of staff, the Head or a volunteer he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The School will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on 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 DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. The School

recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

During the course of the investigation the School in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in Keeping Children Safe in Education relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Allegations against a member of staff who is no longer at the School (including historical allegations) should be referred to the police.

Any pupils who are involved will receive appropriate care.

Staff should also have regard to the Staff Behaviour Policy to minimise the risk of allegations being made.

WHISTLEBLOWING

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). 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 feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: help@nspcc.org.uk).

EXTERNAL REFERRALS

We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff 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.

Reddam House Berkshire will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 and 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). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's designated safeguarding lead and involve children's social care as appropriate.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with Keeping Children Safe in Education, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Head or DSL straight away.

PARENTS

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Head who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all the teaching and medical staff to lead by example and to play a full part in

promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our Anti-Bullying Policy.

Time is allocated in Life Skills to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the School's independent listening service, their form tutor and other pastoral staff and the School Nurses. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support in private.
- Our medical centre, our noticeboards in the school and our boarding house displays advice on where pupils can seek help.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's anti-bullying policy. E-safety to pupils is taught through our Computing and Life Skills programmes.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer the School's Staff Handbook and Social Media Policy.

RECORDS

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

MONITORING AND EVALUATION OF THIS POLICY

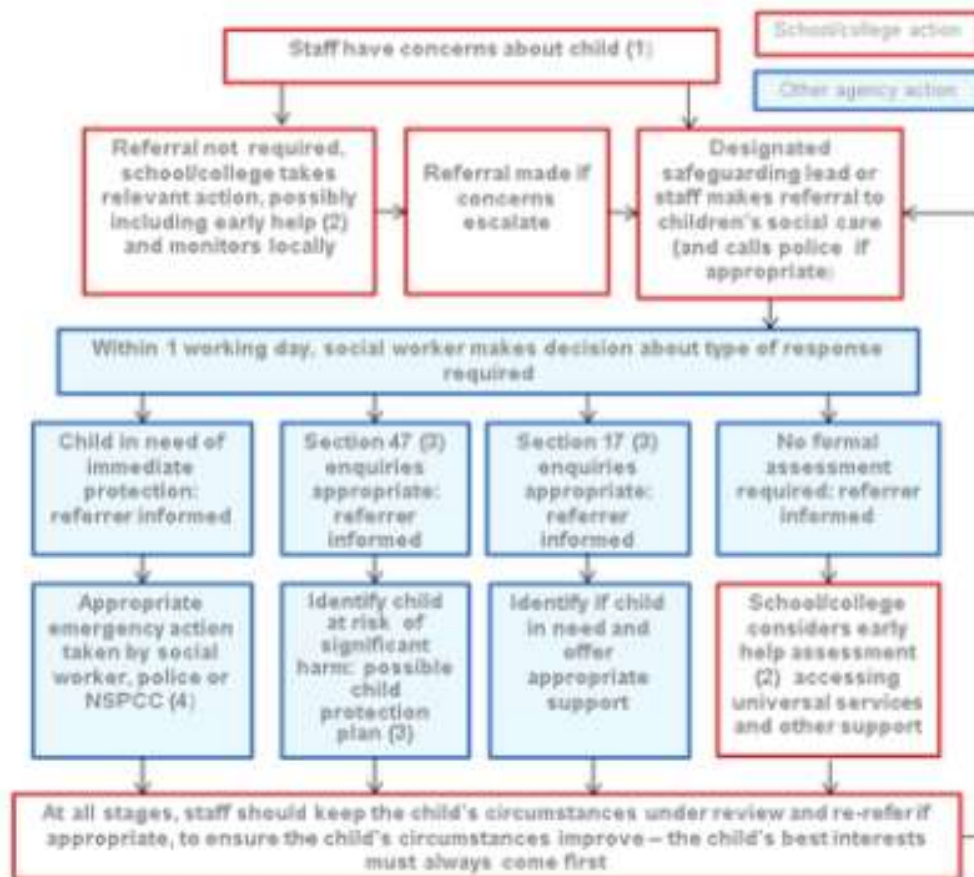
The School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Governing body visits to the School;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school
- Regular review of training offered to staff, including e-safety training.

Appendix 1

Actions to be taken where there are concerns about a child - KCSIE 2016 p9

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#).
4. This could include applying for an Emergency Protection Order (EPO).

Appendix 2

Signs of Abuse

If you're worried that a child is being abused, watch out for any unusual behaviour, such as:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

The NSPCC website has specific guidance on the types of abuse children may suffer, the potential signs for these and also the effects these types of abuse have on a child.

Signs and symptoms of abuse home page- use this to navigate to specific pages:

<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects>

Appendix 3

KCSIE Types of Abuse (p10-11 KCSIE 2016)

35. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

37. **Physical abuse:** a form of abuse which 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.

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

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

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4

Contact numbers for Internal Safeguarding Staff

The telephone numbers for the Designated Members of Staff are:

- a. Liam Webster 07854752616
- b. Tammy Howard 07748574538
- c. Suzanne Whitcher 07951082588
- d. Beverley Lancaster 07825770696

The contact for Dr Stephen Spurr – the Chair of the Governing Board:
s.spurr@reddamhouse.org.uk or through the school switchboard.

The contact for Jenny Aviss - Governing Board Member responsible for Child Protection is:
Jenny.aviss@inspirededu.co.uk or through the school switchboard.

External Agency Contact Information

Child Protection

The School's points of contact for children who are the **focus of concern** are as follows:

Wokingham Borough Council website for child protection: <http://www.wokinghamlscb.org.uk>

Local Area Designated Officer (LADO) Tel no: 0118 974 6141 or email: LADO@wokingham.gcsx.gov.uk

Referral and Assessment Team Tel no: 0118 908 8002 or email: triage@wokingham.gov.uk

Out of Hours Emergency Duty Team Tel no: 01344 786 543

Police Emergency - 999

Police Non-Emergency - 101

OFSTED Safeguarding Children

08456 404046 (Monday to Friday from 8am to 6pm) and Whistleblowing@ofsted.gov.uk

Early Help

The School's points of contact for children who are **in need of help** are as follows:

Referral and Assessment Team Tel no: 0118 908 8002 or email: triage@wokingham.gov.uk

Extremism

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk

Appendix 5

Job Description for the DSL

- Maintain an overview of safeguarding within the school
- Ensure all staff implement the safeguarding policy effectively
- Receive appropriate higher level training in line with LCSB procedures, including the LCSB Prevent Duty procedures
- Open channels and communicate effectively with local statutory agencies
- Communicate well both verbally and in writing, to a high standard both in school and as a representative of the school at external agency meetings
- present a calm and efficient disposition in a crisis
- follow procedures accurately and make informed decisions
- adapt swiftly to changing regulations
- lead a staff team and monitor, evaluate and record their effectiveness in implementing safeguarding procedures
- train a staff team in safeguarding procedures, including those relating to the Prevent Duty
- be an effective member of a multi-agency, local authority team
- listen objectively, actively and non-judgementally
- write clear, full and informative reports for external agencies, senior managers, governors and external agencies.
- understand the assessment process for providing early help and intervention through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference, a child protection review conference and strategy meetings and be able to attend and contribute to these effectively when required.
- Work with the safeguarding governor to undertake a full review of all aspects of safeguarding annually and assist in providing a comprehensive written report for the governor body

Appendix 6

Role of the LADO

The role of the LADO is set out in [Working Together to Safeguard Children \(2015\)](#) and is governed by the Authorities duties under section 11 of the Children Act 2004 and Inter-agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

Appendix 7

Related Policies

- Anti-Bullying Policy
- Induction of New Staff, Governors and Volunteers in Child Protection Policy
- Model Staff Behaviour Policy
- Guidance on Missing Child Policy and Procedures when a Child is not Collected on Time.
- Recruitment, Selection and Disclosures Policy and Procedure
- Recruitment Pack
- E-Safety Policy
- Whistleblowing Policy
- Educational Visits Policy
- Health and Safety Policy