



Safeguarding Policy 2019/20

Date for renewal/updates/review	January 2019
Named person responsible for monitoring	Deputy Headteacher
Agreed by Governing Body	December 2018

Sir William Ramsay School is committed to the safeguarding of all members of its school community. This culture of safeguarding is embedded throughout the school and influences every aspect of what we do.

All school policies reflect this culture, but the following are specifically linked to the safeguarding policy:

- Accessibility Policy/Plan
- Health and Safety
- Admissions Policy
- Data Protection
- Freedom of Information
- Special Educational Needs
- Educational Visits Policy
- Lettings and Charges Policy
- SRE Policy
- Supporting Pupils with Medical Conditions
- Looked After Children Policy
- Anti-Bullying & Anti-Harassment
- Capability Policy (Associate Staff)
- Capability Policy (Teaching Staff)
- Code of Conduct for Staff
- Complaints Policy
- Conduct and Discipline Policy
- Whistle Blowing Policy
- Governor Code of Conduct
- Dealing with Disruptive Visitors
- Home School Agreement Document
- Use of Reasonable Force Policy
- Search, Screening and Confiscation
- Equality Policy
- Behaviour for Learning
- E-Safety Policy
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1 Contacts

1.1 School contacts

- Designated Safeguarding Lead (DSL): Mr C J Carter (Deputy Headteacher) Tel: 01494 815211 ex 209
- Additional Designated Safeguarding Lead (ADSL): Mrs S Hilton (Head of Pastoral Department) Tel: 01494 815211 ex 285
- Additional Designated Safeguarding Lead (ADSL): Mrs E Wolfenden (Acting AHT) Tel: 01494 815211 ex 215
- Nominated Governor: Cliff Brown

1.2 Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- First Response Team (including Early Help/Channel) 01296 383962
- Equalities Manager/Management of Bullying/Prevent 01296382461
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101
(999 emergency)
- Local Safeguarding Children Board [Bucks LSCB](#)
- Family Resilience Service 08454 600 300
- Family Information Service 0845 688 4944
- SchoolsWeb [BucksCCSchoolsWeb](#)
- Buckinghamshire Grid for Learning e-Safety [Bucks CC e-Safety](#)

- RU Safe? (Barnardos - Child Sexual Exploitation) 01494 461112

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation
(Email: fgmhelp@nspcc.org.uk) 0800 0283550
- Samaritans 0845 790 9090
- CEOP
(Child Exploitation and Online Protection) [CEOP](#)
- Foreign and Commonwealth Office
(Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect
(Anti – Radicalisation) 01494 421371

2 Introduction

At Sir William Ramsay School we believe a child centred approach is fundamental to safeguarding and promoting the welfare of every student. A child centred approach means we strive always to keep the child in focus when making decisions about their lives and working in together with them, their families as well as partner agencies. All staff are expected to be vigilante to the needs of our students.

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

- 'Working Together to Safeguard Children 2018'
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015 (currently under review 2018)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges. Sept 2018
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Children Missing Education; Statutory Guidance for Local Authorities Sept 2016
- Serious Crimes Act 2015
- Sexual Violence and Sexual Harassment between Children – May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)

2.2 We believe clear governance and leadership is central to imbedding a safeguarding culture. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of Keeping Children Safe in Education Sept 2018 and have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children and our Attendance Policy

¹ Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

- 2.3 We recognise all staff² and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and that the child's welfare is our paramount concern.
- 2.4 All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.5 School recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children staff will remain vigilant and alert to these potential risks; the aims of this policy are:
- To support students' development in ways that will foster security, confidence and resilience.
 - To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.
 - To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the wellbeing of children. Identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse.
 - To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.
 - To acknowledge the need for effective and appropriate communication between all members of staff in relation to the safeguarding of pupils, ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
 - To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
 - To underpin a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
 - To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
 - To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.
 - To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

² "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3 Responsibilities

3.1 All staff at our school understand safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL or ADSLs (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Staff understand if there is an immediate risk of harm then they should call the police or First Response directly and update the DSL/ADSL at the earliest opportunity; procedure as follows:

- Staff will ensure the child is in a safe place and in receipt of support should this be needed
- Staff will initially make a verbal report to the DSL/ADSL to alert them to the safeguarding/child protection concern arising
- Staff will then follow this up, logging a concern on MyConcern system (see Appendix Five)
- The DSL/ADSL will acknowledge the concern on MyConcern and list any actions that have resulted

3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:

- Ensure the school Child Protection Policy reflects the unique features of the community it serves and the needs of the students attending its provision. This will be reviewed at least annually
- Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
- Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority to act to safeguard pupils at the school. The roles and responsibilities of the DSL and deputy DSL are made explicit in those post-holder's job descriptions.
- Recognise the importance of the role of the DSL, ensuring he has sufficient time, training skills and resources, as necessary to be effective
- Ensure measures are in place to have oversight of how school's delivery on its responsibilities are exercised and evidenced, following up with the Head Teacher any identified gaps in practice or where procedures may not have been followed
- Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum; teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (Sept 2016)* and legislation referred to therein.
- Ensure the needs of pupils for early intervention and Child Protection, are fully understood and resources allocated to meet identified needs.
- Supports the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.

3.3 It will be the duty of the Chair of Governors (Prof. B Mogford) to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff /student/parents should escalate concerns directly to the Local Authority Designated Officer (LADO tel; 01296382070)

3.4 The Nominated Governor for Child Protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.

3.5 The Nominated Governor will:

- Work with the DSL to produce the Child Protection Policy.
- Undertake the training available for Nominated Governors
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body
- Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.

3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:

- Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection (see Appendix... for definitions of the categories of abuse)
- Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact.
- Establishing and imbedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCB website.
- Ensuring records are up to date and staff are supported to differentiate between fact/opinion/ hearsay and are maintained in accordance with data protection.

- Ensuring records are stored safely and securely and remain confidential. The DSL will share information on a 'need to know' basis only and in accordance with the confidentiality policy. All child protection files are held separately from pupil records, with a front sheet and a chronology.
- Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student
- Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.
- Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure the ADSLs are available.
- Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.
- Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students, participating in Strategy discussions and attending Child Protection Case Conferences, submitting reports to the conference, which will be shared in advance with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- Providing the Headteacher (if the Head is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in delivery noted.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training
- Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- Retaining overall responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4 Procedures

Our school procedures for safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education" 2018 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

4.1 We will ensure:

- We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB.
- We have a member of staff (*Additional/Deputy Safeguarding Lead*) who will act in the DSL's absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.
- All adults (including supply teachers and volunteers) new to our school, are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2016 and the booklet "What to do if You're Worried a Child is Being Abused". They will have these explained, as part of their induction into the school.
- All members of staff are provided with training opportunities arranged or delivered by the DSL/ADSLs annually in addition to any whole school training undertaken, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and e mail updates.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, and reference to this in our prospectus/brochure, on our website and in our home school agreement
- Through our Attendance Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising; this includes alerting parents/carers on the first day of absence.
- All children attending our school are required to have a minimum of two identified emergency contact, this is to support prompt communication in the event of a serious incident or a child missing from school
- Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carers, will be reported as a Child Missing in Education using the CME Protocol.

- Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority Via the First Response Team, if a child under the age of 16 yrs, lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement
- All staff, parents/carers and children are made aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons
- Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- We apply the same level of scrutiny to staff employed as supply, via an agency, ensuring their identities, qualification and suitability to work safely with children.
- Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.
- All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Head Teacher if events arise which may impact on their capacity to give this undertaking.
- Our procedures are reviewed and updated annually as a minimum.
- The name of the DSL/ADSLs are clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL/ADSLs will be available during school hours and term time to support safeguarding within our school.

5 Prevention

5.1 As a School:

- We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.
- We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them to the Channel coordinator.
- All school staff are required to attend training to support them to identify a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.
- Whilst a central part of our work with students is to support them to stay safe whilst online, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- We recognise some students because of their life experiences or additional needs including SEN, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students.

5.2 The school community will therefore:

- Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students to feel secure. Ensuring all students know there are staff in the school whom they can approach if they are worried or in difficulty. Encouraging students to share their worries, knowing that they will be listened to.
- Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, themes of exploitation and management of sexual violence and sexual harassment.
- Understand safeguarding and protection of students has to be viewed within the context of the students' lived experience and the factors around him/her which may impact on this; friends, family, school and their community.

- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6 Supporting Children

We recognise that a child who is abused, witness's violence, and lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated.

- 6.1 We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and report concerns via our child protection procedures.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm, we therefore take our responsibilities seriously
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staffs are therefore trained to **question behaviours** and be **professionally curious** about changes noted, all staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, "listening to behaviours" acknowledging not all children will be able to verbalise what may be troubling them
- 6.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.
- 6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student – If parents go through County this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements.

6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive. The school also takes the following measures to minimise this risk:

- All new staff trained within two weeks of joining SWR.
- All staff fully aware of who the DSL's are in school and know to report any student concerns immediately.
- Non-teaching Pastoral Managers support students in each year group.
- All allegations are reported to the Deputy Head and the Head Teacher. Advice is always sought from the LADO and where necessary the LADO will support any potential allegations and investigations.
- School staff are fully trained to recognise different forms of student bullying and vulnerabilities.
- The Inclusion Manager and Pastoral Team work closely with students and parent/carers to fully support any vulnerable students. This support may require referrals to outside agencies for targeted support, such as RUSafe, First Response, Addaction, CEOP, Young Carers or the Police.
- Students with Special Educational Needs are fully supported by the SENCo and the SEN team.

6.7 Our school will support all pupils by:

- Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.
- Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to

Social Care (First Response) as soon as there is a significant concern.

- Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Virtual Schools Team must be made aware of all CLA in the school.
- Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying and hazing.
- Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- Providing continuing support to a pupil (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

6.8 Our school has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

6.9 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.

6.10 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

6.11 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

- Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.
- Whilst we strive to work together with families, staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children’s Social Care or the police.

7 Confidentiality

7.1 We recognise that all matters relating to child protection are confidential.

7.2 The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.

- 7.3 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.
- 7.5 Provision is in place for the information to be accessed, in the absence of the DSL, in an emergency.
- 7.6 All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.
- 7.8 In the event of a child disclosing abuse staff will;
- Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
 - Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
 - Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
 - Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically
 - Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.
 - Staff will explain to the child what will happen next and the need for the information to be shared with the DSL/ADSL
 - In the unlikely event the DSL/ADSL not being available, staff are aware they must ring First Response for advice.

If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

8 Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 8.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.
- 8.5 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council.

9 Allegations against staff

In all cases the school will follow the guidance and procedures set out by the Bucks Safeguarding Children Board <http://www.bucks-lscb.org.uk/professionals/safer-employment>

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above). There should be no 1;1 contact between staff and students which is not "open to the casual observer".
- 9.2 Staff should be aware of the school's behaviour/discipline policy/Code of Conduct. This can be found in in the main office or on the school website or on MyConcern local policies.
- 9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 9.5 The Head Teacher/ Senior Teacher will;
 - Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace

- Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation
- Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency

9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.

9.7 The school will follow the County Councils procedures for managing allegations against staff, a copy of which can be found in in the main office or on the school website.

9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 9.4 above) in making this decision, as well as being guided by HR.

9.9 If a suspension is made, (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

9.10 Our lettings agreement for other users requires that the organiser will follow the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10 Transfer of Risk

10.1 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

11 Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a separated Whistleblowing Policy which can be found in the main office or on the school website. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'Whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11.3 A tool to support safeguarding concerns to be reported can be found on our website which has the Dept for Education " Report a concern" button

12 Physical intervention/Positive handling

- 12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 12.4 Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13 Anti-Bullying

- 13.1 At our school, we have an agreed definition of bullying which is "*Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable*", Students, staff, parents and carers are supported to understand this definition.
- 13.2 We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 13.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils
- 13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14 Racist Incidents

- 14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved including those who may witness the incident. All incidents will be taken seriously, and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15 Health and Safety

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.
- 15.2 Pupils who leave the site during the school day do so only with the written permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.
- 15.3 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability ensuring pupils feel safe. This includes lunch time staff who know about their responsibility to report concerns about a pupil to the DSL.
- 15.4 Our school site is secure. All staff are aware of 'hotspots' in the school where pupils have expressed anxieties. There is an action plan in place to address safety in these areas.
- 15.5 In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police

16 E-Safety

- 16.1 All staff should be aware of the school policy on E-Safety which sets out our expectations relating to:
 - Creating a safer online learning environment
 - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
 - Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
 - Use of mobile technology both within school and on school trips/ outings
 - Use of camera equipment, including camera phones
 - What steps to take if there are concerns and where to go for help
 - Staff use of social media as set out in the Staff Code of Conduct.
- 16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.
- 16.3 Students, staff and parents are supported to understand the risks posed by *CONTENT – CONDUCT – CONTACT* on-line.
- 16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

16.6 Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

17 Sexting

'Sexting', also referred to as 'youth produced sexual imagery', is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

17.1 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

17.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety.

18 Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

18.1 As a staff team are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.

18.2 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

18.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

18.4 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

18.5 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our safeguarding processes to safeguard the pupil concerned.

18.6 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information Department for Education and Home Office](#)

- 18.7 At our school we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.
- 18.8 We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- 18.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL and Forced Marriage Bureaux as well as FR.
- 18.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil

19 Retention of Records

- 19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy and Data Protection Legislation.
- 19.2 There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 yrs
- 19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.
- 19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.
- 19.5 In the instance or repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern³
- 19.6 We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management

³ Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017

20 Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

- 20.1 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc*). Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of
- 20.2 Due consideration will be given to the appropriate of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared
- 20.3 We acknowledge the right of parents and students to withhold or with draw consent at any point in time of the duration the student is at the school

21 Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the County Council. The date the next review is due is on the front cover of this policy.

Appendix One

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms

Child Sexual Exploitation

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the Serious Violence Strategy

(<https://data15.users.tmc.alorum.esa.gov.uk/government/publications/serious-violence-strategy>), published by the Home Office, where an individual or group takes advantage of an

imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "Working Together" 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Appendix Two - FGM

Rationale:

At Sir William Ramsay School we have robust and rigorous safeguarding procedures in place and takes our responsibilities of child protection seriously, this guidance should be read in conjunction with this overarching Child Protection Policy

In line with Buckinghamshire Safeguarding Children Board (BSCB) FGM policy we recognises that whilst there is not necessarily an intent to harm a girl / young woman through FGM, the practice has serious short and long term medical and psychological implications and as a school we need to work with partner agencies to promote understanding and safeguard students who may be at risk of this practice. We also recognise the practice of FGM in the UK is a criminal offence

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. The aim of this appendix is to give depth to our understanding of the issues and our duty of care if we believe a child is at risk of or has had, any form of FGM performed on them.

We aim to work sensitively with community groups where this maybe a cultural belief and practice to educate and inform however we believe the welfare of the child is paramount and will act to safeguard and promote our students welfare, acting in the interest of the rights of the girl / young woman, as stated in the UN Convention on the Rights of the Child (1989)

Definition of FGM:

At Sir William Ramsay School we use the World Health Organisation definition as written below.

'comprises all procedures (not operations) that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. (WHO – 2008)

Reference documents:

The school has taken information from a number of documents to write this appendix. These include, BSCB Guidance, the Government Home Office guidelines and the Ofsted guidelines for "Inspecting Safeguarding".

The UK Government has written advice and guidance on FGM that states; "FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child." UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However, women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

Ofsted have included FGM in their "Inspecting Safeguarding" briefing for Inspectors. They will explore;

How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had.

They will examine this through training records, talking to staff and examining any records school may have on file where FGM is a concern or advice, support or guidance has been sought in relation to a child at the school. There should be a culture of vigilance amongst staff rather than an assumption that the child is not at risk due to ethnicity or age.

Policy

At Sir William Ramsay School the Headteacher and Governors expect Safeguarding to be everybody's responsibility and for all staff to adhere to and follow the policies in place to support children and their families to stay safe from harm. As a school we embrace the fact that we live in a multi-cultural society, we are however conscious there are some practices which are permitted in other parts of the world which are against the law in the United Kingdom, the practice of female genital mutilation is one of these.

1. At Sir William Ramsay School we have a robust attendance policy that does not authorise holidays, extended or otherwise
2. FGM training has been undertaken by the designated safeguarding lead and training disseminated to all staff at the front line dealing with the children.
3. There is a clear expectation for staff at Sir William Ramsay School to attend training to support them in their understanding of this issue and to be alert to the possible signs that a child may be vulnerable or has been subject to, female genital mutilation.
4. Staff are aware of their responsibility to escalate any concerns, where they believe a child may be at risk of FGM to the designated safeguarding lead, Staff are also aware they can refer the matter directly to the Police if they believe a criminal act has been committed and a child has been subject to FGM.
5. Staff are aware of the need to take timely and appropriate action in respect of concerns
6. Staff at Sir William Ramsay School have been made aware that female students are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Staff have also been made aware of other times of potential vulnerability; extensions to school holiday times, children missing from education or where a child suddenly leaves the school with no follow-on arrangements offered. We understand that many girls may not be aware that they may be at risk of undergoing FGM and that we need to be vigilante to indicators of risk.

7. Staff have been advised of the need to challenge requests from families for extensions to holiday times and to report;

- talk of ceremonies to celebrate the young person becoming a woman
- changes in patterns of behaviour if a child is taken out of the country or
- undisclosed health issues where the child is experiencing discomfort in sitting, going to the toilet etc.

8. The Designated Safeguarding Lead will keep an open dialogue on the topic of FGM (ensuring this is done in an age appropriate way) with students and parents from practising communities who may be at risk.

9. All staff at Sir William Ramsay School are aware FGM is a child protection issue. Concerns will be addressed under Section 47 of the Children Act 1989 in common with any other safeguarding matter where it is believed a child has suffered or is at risk of suffering significant harm.

10. Staff are alert to possible indicators that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM - especially if there are elderly women present.
- In conversation a child may talk about FGM.
- A child may express anxiety about a special ceremony.
- The child may talk or have anxieties about forthcoming holidays to their country of origin.
- Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
- If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police if appropriate.

11. If we have concerns that children in our school community are at risk or victims of FGM then we refer to the BSCB Guidelines for FGM (www.BucksLSCB.org.uk).

12. Staff are aware of the need to have professional curiosity.

13. Staff are required to make an accurate record of concerns, observation or comment in line with school's record keeping policy.

14. The DSL will refer all concerns re possible or actual FGM to social care via the First Response Team. In the event of information coming to the attention of the DSL that there is an immediate threat to the child or it is believe there is a slight risk or a criminal offence has taken place the DSL will refer immediately and directly to the Police.

15. Referral to the First Response Team can be made verbally in the first instance but need to be followed up within 24 with a written account using the Multi Agency Referral Form following the usually CP procedures contained within the main body of our CP Policy.

16. Practical tips

These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher.

What can I ask?

- Talk to children about their holiday.
- Sensitively and informally ask the family about their planned extended holiday ask questions like; Who is going on the holiday with the child? How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- If there is a concern that a child may be vulnerable to FGM this needs to be reported using the schools CP procedures and/ or the information passed to the Police. Are the family aware that FGM including Sunna is illegal in the U.K even if performed abroad?

*The Department for Education website;
<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection/a0072224/safeguardingchildren-from-female-genital-mutilation>.*

Appendix Three - Preventing Radicalisation

Background

This 'Preventing Radicalisation Policy' is part of Sir William Ramsay School's commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Sir William Ramsay School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Related Policies

- ICT Policy
- Behaviour for Learning Policy
- Safeguarding Policy
- Equalities and Cohesion Policy
- Lettings' and Charges Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Collective worship Policy
- Learning Policy

- British Values Policy
- Visitors Policy
- Whistle-blowing Policy
- Attendance for Learning Policy

Definitions

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

Role of the Governing Body

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the headteacher and other staff about issues to do with protecting children from radicalisation.

Role of the Headteacher

It is the role of the headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of Designated Safeguarding Leads

It is the role of the designated safeguarding leads to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of staff

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2015)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Leads using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Leads in liaison with the headteacher will make a referral to the appropriate body.

Monitoring and Review

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Leads.

This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Appendix Four – SWR Safeguarding Booklet



Safeguarding Children

“Child protection is everyone’s responsibility”

Designated Safeguarding Lead: Mr. C Carter
Additional Designated Safeguarding Lead: Mrs S Hilton
Additional Designated Safeguarding Lead: Mrs E. Wolfenden

Sept 2018

When to Act

THERE ARE FOUR CIRCUMSTANCES TO WHICH YOU
MUST RESPOND TO PREVENT FURTHER HARM

- A child's own disclosure
- Any emotional, behavioural or physical signs of abuse
- Third party allegations, someone else witnesses and reports concern
- Admission of/or someone seeking help because they have harmed or may harm a child

*Remember it is better to act than to do nothing
Children want the abuse to stop*

Definitions of Abuse

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Also includes Fabricated Illness whereby a parent feigns the symptoms of, or deliberately causes the ill health in a child.

Sexual Abuse

Forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. May involve physical contact, penetrative or non-penetrative acts, also includes involving children in watching pornographic material or watching sexual acts.

Neglect

The persistent failure to meet a child's basic physical and psychological needs which is likely to result in serious impairment to their health and development. May involve a parent or carer failing to provide food, shelter, clothing or a failure to protect from physical harm and danger or allow access to medical care or treatment. It may also include the neglect of a child's basic emotional needs.

Emotional Abuse

Persistent emotional ill treatment, which is likely to cause serious harm to the child's emotional development. May involve conveying to children that they are worthless, unloved, inadequate and cause the children to feel frightened and in danger of being exploited or corrupted

Identifying possible signs of abuse

- ❖ Both physical and behavioural signs are important
- ❖ There may be reasons other than child abuse, which could explain the child's symptoms
- ❖ Always consider the age, stage of development and your knowledge of that child as an individual
- ❖ Attitudes of parents and carers are crucial; think about how they behave towards the child
- ❖ Consider the whole context of the child's life; are they being bullied? What is happening at home? Domestic violence, alcohol or drug abuse, family crisis?
- ❖ Children with disabilities are especially vulnerable and signs in them may be more difficult to detect
- ❖ Different cultural, class or individual attitudes about child rearing must not cloud our judgement about whether a child is being abused

Recognising Abuse

delay in treatment.

Accidental Injuries

Bruises are likely to be:

few but scattered.

no pattern.

same age and colour.

consider: age and activity of child.

Burn and scalds likely to be:

treated.

easily explained.

may be confused with other conditions

e.g impetigo, nappy rash.

Genital area:

soreness may be nappy rash or irritation

e.g. from bubble bath.

anal soreness may be due to constipation

or threadworm infestation.

Injuries are likely to be:

minor and superficial.

treated.

easily explained.

Fractures likely to be:

of arms and legs.

seldom on ribs except for road traffic accidents.

rare in very young children.

may rarely be due to brittle bone syndrome.

Non-accidental Injuries

Bruises likely to be:

frequent.

patterned e.g. finger and thumb marks

old and new in same place.

in unusual position.

consider:

Burns and scalds likely to have:

clear outline.

splash marks around burn area

unusual position, e.g. back of hand.

indicative shapes, e.g. cigarette burns

bar of electric fire.

Injuries suspicious if:

bite marks.

fingernail marks.

large and deep scratches

incisions e.g. from razor blades

Fractures likely to be:

numerous – healed at different times.

Consider: age of child, always suspicious in babies under 2 years old.

What Action should you take if you suspect Child Abuse?

DO - listen to the child, make notes (remember these can be used as police evidence)

DO - take what the child says seriously.

DO - act quickly.

DO - share your worries with a senior member of staff (preferably the Designated Person).

DO - continue to offer support to the child, if you feel comfortable doing so.

DON'T - probe or push the child for explanations.

DON'T – put words into the child’s mouth.

DON'T - assume that someone else knows and will help the child. You must act.

DON'T - be afraid to voice your concerns, the child may need urgent protection and help.

DON'T – promise confidentiality

DON'T – deal with this yourself!

Why Refer?

Taking action on child abuse is not easy. You are likely to experience doubts and anxieties

- ❖ What if I have got it wrong?
- ❖ Will the parents be angry with me?
- ❖ Will the family be split up because of my referral?
- ❖ Will I make things worse for the child?

But remember

- ❖ Children have a right to be safe
- ❖ Adults have a responsibility to protect children
- ❖ Abuse and neglect are damaging
- ❖ Child abuse and neglect continue because of the secrecy and silence which surround them
- ❖ You may only have one piece of the jigsaw
- ❖ Children rarely lie about abuse
- ❖ An abuser may well abuse many other children who also have a right to protection

Never try to decide what to do alone

***Always report your concerns to the Designated person;
Chris Carter, Sheryl Hilton or Liz Wolfenden***

Appendix Five – MyConcern



All safeguarding concerns should now be reported both verbally to the DSL/ADSL and recorded on MyConcern. Staff can access the system on any device via the following link:

<https://www.myconcern.education>

Once a concern is recorded, the DSL/ADSLs will then act upon this information following the schools safeguarding procedure and policy. Any subsequent actions, including external meeting or communication, will be updated on MyConcern linked to the original concern for that particular student.