



Reddam House Berkshire

Child Protection and Safeguarding Policy

(This is a whole school policy applicable across all school provision)

Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.

All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.



Contents

Key School Personnel.....	5
Key External Contact Details.....	6
Introduction	7
Definition of Safeguarding.....	9
DSL - Designated Safeguarding Lead	9
Designated Governance	11
Safer Recruitment.....	12
Volunteers.....	13
Visiting Speakers.....	13
Monitoring of Safeguarding and The Single Central Record (SCR).....	13
Safeguarding Reports	13
Single Central Record (SCR)	14
Allegations of Abuse Made Against Other Children (Peer on Peer Abuse).....	14
SEND Children.....	16
Induction and Training.....	16
Dealing with Concerns	17
Recording Concerns.....	18
Mental Health.....	19
Assessment of The Need for Early Help	19
Safeguarding in School	19
Contextual Safeguarding	20
Extremism and Radicalisation.....	20
The Prevent Duty.....	20
Photographing Children.....	20
Confidentiality	21
Conduct of Staff.....	21
Allegations or Concerns Against Members of Staff.....	22
Allegations	23
Low-level Concerns.....	23
Relationships and Associations.....	25
Disqualification Under the Childcare Act 2006	27
Before and After School Activities	27



Hiring of School Premises	27
Contracted Services	27
Children Missing Education	27
Private Fostering.....	27
Looked after children.....	28
Management of Mobile Phones and Other Electronic Devices	28
Early Years Provision Safeguarding Arrangements	28
DSL for the ELS.....	28
Boarding Safeguarding Arrangements	29
Appendix 1: Appropriate Behaviour and Professional Boundaries	30
Appendix 2: Types of Abuse and Neglect	31
Appendix 3: Child Protection Information.....	32
CSE – Child Sexual Exploitation.....	32
FII – Fabricated/Induced Illness	32
CCE – Child Criminal Exploitation (including County Lines).....	33
Domestic Abuse	34
FGM – Female Genital Mutilation	36
Online Safety.....	36
Forced Marriage	38
Extremism/Radicalisation	38
Harmful Sexual Behaviours report flowchart	40



Key School Personnel

The Designated Safeguarding Lead (DSL) is:

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Telephone: 0118 9748300

The Deputy DSLs are:

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Georgina Tait (Head of ELS)

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Holly Leather (Deputy Head of ELS)

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Telephone: 0118 9748304

Rick Cross (Principal)

Email: r.cross@reddamhouse.org.uk

Telephone: 0118 9748300

Lyndsey Towse (Middle/Senior)

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The Designated Governor for Safeguarding is:

Jane Emmett

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Telephone: 0207 386 2448

The Chair of Governors is:

Nicholas Wergan

Email: nicholas.wergan@inspirededu.com

Telephone: 0118 9748300

The Designated teacher for Looked After Children is:

Kay Dain

Email: k.dain@reddamhouse.org.uk

Telephone: 0118 9748300

The Designated teacher for our Boarders is:

Andy Towse

Email: a.towse@reddamhouse.org.uk

Telephone: 0118 9748300



Key External Contact Details

Call 999 in an emergency or if you believe a child is in immediate danger.

LEA Safeguarding Contact/LADO (Local Area Designated Office)	Tel: 0118 974 6141 Email: LADO@wokingham.gov.uk
Local Authority Children's Services	Email: triage@wokingham.gov.uk TEL: 0118 908 8002
Berkshire West Safeguarding Children Partnership (BWSCP)	Web: https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/wokingham/concerned-about-a-child-in-wokingham TEL: 0118 974 6105 Contact Children's Services during office hours and the Emergency Duty Team after hours.
Emergency Duty Team Operates outside of the hours of 5.00 p.m. and 9.00 a.m. and on weekends and Bank Holidays	DUTY TEAM TEL: 01344 786 5430 Call 999 in an emergency or if you believe a child is in immediate danger. Call the Police on 101 to report cases of FGM Child Line
Wokingham Schools Hub	http://wsh.wokingham.gov.uk/
ARC Information and Counselling Service	TEL: 0118 977 6710 http://www.arcweb.org.uk ADDRESS: 35 Reading Road, Wokingham, RG41 1EG
Support and Advice about Extremism/Radicalisation	Prevent non-emergency advice for staff and governors (DfE Due Diligence and Counter Extremism Group [DDCEG]) TEL: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk South East Counter Terrorism Unit TEL: 0800 789 321 Police Send Prevent National Referral Form to preventreferralswokingham@thamesvalley.pnn.police.uk EMERGENCY: 999 NON EMERGENCY NUMBER: 101
NSPCC whistleblowing advice line	TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk ADDRESS: Weston House, 42 Curtain Road London, EC2A 3NH



NSPCC Helplines	For children: 0800 1111 For concerned adults: 0808 800 5000
Disclosure and Barring Service	ADDRESS: PO Box 3963, Royal Wootton Bassett, SN4 4HH TEL: 03000 200 190 WEBSITE GUIDANCE AND FORMS
Teacher Regulation Agency (TRA)	ADDRESS: Ground Floor, South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

Introduction

Section 175 of the Education Act 2002 gives schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education September 2021 provide clear advice on appropriate behaviours for all adults working with children.

We believe that every child regardless of age in all situations always has a right to feel safe and protected from any situation or practice that results in them being physically or psychologically damaged or neglected.

All staff, volunteers and governors hold a primary responsibility for the care, welfare and safety of the students in our charge, and will carry out this duty through effective teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in all child welfare matters especially where there is a possibility that a child may be at risk of significant harm (actual or likely).

Reddam House Berkshire seeks to adopt an open and accepting attitude towards children as part of our responsibility for pastoral care. Every effort will be made to enable parents and students to freely talk about any concerns and see school as a safe place if there are any difficulties at home or elsewhere in their lives.

Children's worries and fears will always be taken seriously if they seek help from a member of staff. Staff cannot ever promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to protect and safeguard a child's welfare.

If there are any suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in



accordance with current procedures issued by the respective local authority Local Safeguarding Children Partnership or the appropriate authority for the child involved.

We believe that:

- teachers and other members of staff (including volunteers) in each school are an integral part of the child protection/safeguarding process;
- safeguarding children is an appropriate function for all members of staff, and wholly compatible with their primary pedagogic responsibilities.
- safeguarding children in this school is a responsibility for all staff, including volunteers, Local Advisory Boards and the governing board;
- we will ensure through training and supervision that all staff and volunteers in each school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- our Designated Safeguarding Lead (DSL) will be in a leadership position within the school and have the knowledge and skills in recognising and acting on child protection concerns. She will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies, including on all mental health matters;
- we will ensure (through the DSL) that staff with responsibility for child protection/safeguarding receive appropriate training to the standard set out in current statutory guidance (KCSiE September 2021) and relevant (BWSCP).
- We will always share our concerns with others who need to know, will act on the professional advice provided and assist in any referral or subsequent planning processes;
- all members of staff and volunteers who have any suspicion that a child is suffering, or is likely to suffer significant harm, will refer such concerns to the DSL, who will refer on to Children's Services in accordance with the procedures issued by the BWSCP (or the relevant authority for the child involved). These procedures will be kept in line with current statutory guidance.
- It is an imperative that all children are safeguarded whilst in each school, through positive measures, including addressing bullying, especially where this is in relation to any incidents which involve *race, culture, country of origin, sexism, disability, giftedness, homophobia, biphobia or transphobia* or personal circumstance (e.g. Young Carer, Adopted, In care).
- all staff must be aware of the school's child protection procedures established in accordance with BWSCP procedures and act on any guidance or advice given by them;
- through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,



- The school will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- All incidents or events involving a student and a member of staff which leave a 'niggling doubt' should immediately be reported on a Neutral Notification Form. This is designed to enable concerns to be identified and acted on in a fair, timely and appropriate manner.
- The school, through training events and regular briefings will seek to maintain a strong safeguarding culture based on the assumption that "it could happen here".

This policy links with the Pan Berkshire child protection procedures issues by BWSCP. These procedures can be found by clicking on the link below.

<http://berks.proceduresonline.com/>

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined in KCSiE September 2021 as:

- Protecting children from maltreatment;
- Preventing impairment of children's **mental** and **physical** health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

DSL - Designated Safeguarding Lead

Our School has a Designated Safeguarding Lead (DSL) Natalie Holsgrove-Jones who is our Head of Middle School and a member of our Senior leadership Team, and a team of deputies (see school contacts at the beginning of the document. This role is set out in the post holder's job description. If the DSL is not available, then a Deputy DSL will take the lead on any incident.

The DSL is key to ensuring that proper procedures and policies are in place and are followed regarding child safeguarding issues. She also acts as a dedicated resource available for other staff, volunteers and *Local Advisory Board members and Trustees* to draw upon.

- The DSL has the status and authority within the school management structure to carry out the duties of the post and is a senior member of staff.



- The DSL possess skills in recognising and dealing with child welfare concerns and have access to appropriate and regular training.
- All members of staff, including volunteers and regular visitors (such as trainee teachers and supply teachers) are made aware of who these people are, what their roles are and how they can be contacted and also how they can access readily this policy.
- The DSL acts as a source of advice and coordinates action within the school over child protection cases. They will also cascade safeguarding guidance issued by the BWSCP.
- The DSL liaises with other agencies and builds good working relationships with colleagues from these agencies. This includes liaison with relevant professionals in the local authority and health services on mental health matters.
- The DSL will be aware of students who have a social worker and has responsibility to promote the education of these children whether they are in physical or virtual school.
- The DSL is the first person to whom members of staff report concerns about students.
- The DSL is responsible for referring all cases of suspected abuse to the relevant investigating agencies according to the procedures established by the BWSCP. She will also be responsible for deciding when to make a referral with regard to general promotion of wellbeing matters in accordance with Section 47 Children Act 1989 ('Child in Need'). Referrals under Section 47 will only be made with the consent of parents or those with parental responsibility.
- The DSL is not responsible for dealing with allegations made against members of staff (including supply staff) – this person is the Principal who remains responsible for referral to the Local Authority Designated Officer and, where a criminal act is suspected, the police. Allegations made against the Principal will be dealt with by the Chair of the governing board in the same way (referral to the Local Authority Designated Officer and, where a criminal act is suspected, the police).
- Where the DSL has concerns that a referral has not been dealt with in accordance with agreed child protection procedures, they will, without unnecessary delay, ask the Head of Safeguarding at the relevant authority to investigate further.
- The DSL will inform the Principal of any issues and ongoing investigations and ensure there is always cover for the role
- The Principal will inform the governor responsible for safeguarding (and where appropriate the Chair) of serious issues and ongoing investigations (respecting the need for confidentiality wherever possible).



- The DSL, Principal and governing board will work together to ensure that this policy is reviewed and updated annually or as statutory guidance is updated.
- The DSL will keep detailed accurate secure written records of referrals/concerns and ensure that these are held in a secure place.
- The DSL will ensure that parents are aware of this policy and the fact that a school may need to make referrals (the policy is available to all parents on the website).
- Where children leave a school roll, action will be taken to ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the DSL at the new school.
- Where a child leaves and the new school is not known, we will alert the local authority so that the child's name can be included on the database for missing students.
- We will be alert to the possibility of FGM, Domestic Abuse, Forced Marriage and Sexual Exploitation including 'County Lines'; the Heads of Schools will monitor holidays and leaves of absence and alert the DSL in the event of a concern. A focus will also be maintained on mental health matters and the promotion of good mental health. The DSL has a specific role regarding mental health and maintaining close professional contact with specialists in the local authority and national health service.
- The DSL also has an important role in ensuring all staff and volunteers receive appropriate training. They:
 - Attend training in how to identify abuse and know how to refer a case without delay;
 - Have a working knowledge of these procedures, expectations to act on any concerns and the systems and procedures set out in local guidance provided by BWSCP.
 - Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors. The school will ensure that training and teaching includes a mandatory focus on relationship education, sex education and health education relevant to the ages of the children concerned.

Designated Governance

The designated Trustee for safeguarding is: **Jane Emmett**

The governing board will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures and that the DSL is given sufficient time and resources to carry out her duties, including accessing training.



The governing board reviews safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- the school is carrying out its duties to safeguard the welfare of children at the school and that school policies are being implemented.
- members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate
- child protection is integrated with induction procedures for all new members of staff and volunteers
- the school follows the procedures agreed by BWSCP and any supplementary guidance issued in accordance with KCSiE (September 2021).
- only persons suitable to work with children will be employed in each school, or work there in a voluntary capacity
- where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action including onward reporting to DSB and TRA.

Safer Recruitment

In order to ensure that children are protected whilst at school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. Current guidance set out in 'Keeping Children Safe in Education (September 2021)' will be followed. In particular:

- A member on every recruitment panel will have undertaken safer recruitment and selection training.
- All our staff are appropriately qualified and have the relevant employment history with any gaps accounted for. This includes supply staff. All applicants shortlisted for positions at the school will be asked to complete a self-declaration that there are no impediments to their safe employment to work with children by virtue of previous convictions, employment history or association.
- Relevant checks are made to ensure they are safe to work with children in compliance with Safer Recruitment requirements, including the relevant check under the Disclosure and Barring Service (DBS) and a prohibition check for qualified teachers, plus taking up and verification of references.
- Separate checks will be made for staff taking up, or transferring to senior roles in the school through Prohibition from management and leadership checks.



As from 1 January 2021 the Teaching Regulation Agency will no longer maintain a list of EEA teachers with sanctions and professional regulators in the EEA (EU, Iceland, Liechtenstein and Norway) will no longer share information about sanctions imposed on EEA teachers with the Teaching Regulation Agency (TRA) via the IMI (Internal Market Information) system. Therefore, we will ask teachers to provide a letter of professional standing. This should be a letter of professional standing issued by the professional regulating authority in the country in which they worked. We will consider such evidence alongside other information obtained through other pre-appointment checks to help assess their suitability.

For applicants that have lived or worked outside of the UK, we will continue to follow safer recruitment requirements and make any further checks we think appropriate so that relevant events that occurred outside the UK can be considered, this will include obtaining an enhanced DBS certificate with barred list information (even if the teacher has never been to the UK).

Volunteers

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in a school regularly or over a longer period then they undergo relevant checks to ensure their suitability to work with children. All Governors will undertake an enhanced DBS check.

All regular volunteers will be asked to read and sign the Volunteer Policy which is available on the Employee Portal.

Visiting Speakers

We have a separate Visiting Speakers Procedure which can be found on the Employee portal. It is the responsibility of the member of staff who arranges the visiting speaker to ensure that the procedure is completed and signed by the Principal 2 days before the planned event.

Monitoring of Safeguarding and The Single Central Record (SCR)

Safeguarding Reports

The Designated Safeguarding Lead provides a termly update to the governing board on matters of safeguarding and child protection.

Each year, the school's DSL completes the NSPCC audit and submits the results to the Principal and governor for safeguarding.

Issues raised by the audit will be RAG rated and actioned as necessary.



Single Central Record (SCR)

The school holds and manages its own SCR. This is a register of all staff, self-employed, contractors and volunteers working in the school and details the safeguarding checks that have been made. The format and contents of the SCR will comply with the latest Keeping Children Safe in Education (2021) and other relevant guidance.

Each SCR is checked termly by at least two of the following people (Principal, DSL, Safeguarding Governor, or Chair of Governors) to ensure that all information is accurate and up to date.

Allegations of Abuse Made Against Other Children (Peer on Peer Abuse)

Staff recognise that children can abuse their peers, physically, emotionally or sexually. At Reddam House we have a zero-tolerance approach to abuse, and it will never be passed off, for example, as “banter” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

There are different forms peer on peer abuse can take such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' sets out how schools and colleges should respond to reports of **sexual violence and sexual harassment**. As a school we recognise that it is more likely that girls will be victims and boys' perpetrators, but that all peer-on-peer abuse is unacceptable and will be taken seriously. Whilst not intended to be an exhaustive list, peer on peer sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include:
 - non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting);
 - inappropriate sexual comments on social media;



- o exploitation;
- o coercion and threats.

Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

- Upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.)

Reddam House School recognises that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. To encourage students to report peer on peer abuse without fear of reprisals we have introduced an anonymous reporting tool called Whisper, which can be accessed by phone or website. Details are posted around the school and regularly mentioned in assemblies ensuring that students understand that their concerns will be treated seriously.

All staff should be alert to the well-being of students and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ. Staff are encouraged to record any concerns, no matter how small, on CPOMS (Safeguarding Software for Schools), using the category 'Peer on Peer Abuse.' The School's Safeguarding Panel will regularly review CPOMS to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

Any incidents of peer on peer abuse will be dealt with in line with the School's [Peer on Peer Abuse Policy](#), and on a case-by case basis with the Designated Safeguarding Lead taking a leading role and using her professional judgment, supported by other agencies, such as children's social care and the police, as required. Any issues associated with FGM will always be reported to the police as this is a mandatory requirement.

In dealing with any peer-on-peer incident, the school will have due regard for the DfE guidance: [Sexual violence and sexual harassment between children in schools and colleges September 2021](#) and in cases where nudes or semi-nudes have been shared (previously known as Sexting), we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): [Sharing Nudes and Semi-Nudes \(Dec 2020\)](#). See Appendix 3 for flow chart showing necessary responses to reports.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;



- rape, assault by penetration and sexual assault are defined in law
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Appropriate support will be provided to children whether alleged victims or perpetrators to ensure they receive the help they need. The school will work with parents, carers and relevant agencies to develop suitable forms of help and support.

The [Peer on Peer Abuse Policy](#) has more detailed information about:

- how allegations of peer-on-peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported.

SEND Children

Children with special educational needs and disabilities (SEND) or certain health conditions may face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Reddam House we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. The [SEND, EAL and Inclusion Policy](#) explains in detail the schools systems for supporting these children.

Induction and Training

All new members of staff and governors will complete an online training course ahead of starting. As part of their induction new staff will also receive face to face induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse. They also learn about confidentiality and data protection issues.

All staff must have read and signed to say that they have understood the:
Staff Code of Conduct



RHB Child Protection and Safeguarding Policy
 RHB Procedures for Managing Allegations against Staff, Governors, and Volunteers
 RHB Behaviour Rewards and Sanctions Policy
 Keeping Children Safe in Education (September 2021) Part One and Appendix A and for Senior staff and key governors, Part One, Appendix A and Appendix B
 RHB Equal Opportunities Policy
 RHB Whistleblowing Policy

Our general safeguarding training covers a range of issues such as bullying (including student on student bullying and sexual harassment), e-safety (including awareness of the risks of sexting and the impact of pornography), domestic violence (including teenage relationship abuse), mental health awareness, preventing radicalisation and Female Genital Mutilation (FGM) and mandatory reporting, Child Sexual Exploitation (CSE) and 'County Lines'.

All staff will be expected to complete training on safeguarding children and Prevent awareness that will enable them to fulfil their responsibilities in respect of child protection effectively. Staff will attend refresher training every three years, and the DSL every two years. Regular updates (no less than termly) are given by the DSL.

Staff are all made aware that anyone can make a Child Protection referral and how to do that.

Articles and information on matters relating to Child Protection and Safeguarding are included in staff bulletins and staff meetings.

Dealing with Concerns

If staff have a concern about a child, suspect or hear an allegation/complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will act and must always share information that might be critical in keeping children safe.

All staff must record what they have seen, heard or know accurately at the time the event occurs, and agree action to take in the following circumstances:

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- Where a child or young person makes a direct allegation or implies that they are or have been abused or neglected,
- Where a child or young person makes an allegation against a member of staff¹



We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of BWSCP.

All concerns raised about a child (including verbally) will be **recorded using CPOMS** (Child Protection Online Management System) and relevant notes and documents uploaded. CPOMS will automatically alert the Designated Safeguarding Lead and Deputies via email that a concern has been logged. Concerns/allegations about a member of staff must go to the Principal via a Neutral Notification Form. Externally contracted staff, visitors or volunteers that do not have access to CPOMS must refer directly to one of the DSL Team via Reception.

Where a child makes a disclosure, all staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.
- reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Recording Concerns

CPOMS records must include the following information:

- Using full names of students, not initials
- Including day, date, time and locations
- Using the actual words of the child, verbatim
- Full factual details of the concern
- Reasons for the concern (if not obvious)
- The action taken by the person recording

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of significant harm (actual or likely), they should immediately refer the matter to the relevant Children's Services and/or the police.

Information relating to Child Protection is exempt from GDPR regulations and will not necessarily be shared in the event of a Subject Access Request.



If any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Mental Health

All staff Reddam House are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead, a deputy or the Mental Health Lead. All concerns should be recorded on CPOMS.

Assessment of The Need for Early Help

We will work together with local agencies, for the effective assessment of the needs of individual children who may benefit from early help services. Where appropriate, we will encourage parents to make use of outside agencies and will assist with arrangements for the use of these agencies. In these cases a formal referral requesting support will need to be made in consultation with parents, and submitted with parental consent.

Safeguarding in School

Child protection issues will be addressed through the Personal, Social and Health Education and Relationships and Sex Education curriculum as appropriate. Please see the policies on the Employee portal for more details.

All children will receive guidance on child protection issues and what to do if they have a concern via an annual assembly delivered by our DSL. As a result, children will be taught to recognise when they are at risk and how to get help when they need it.

We ask parents to ensure that we have at least two emergency contacts for their child.

We will take a photograph of every child and every member of staff which will be stored on our database. This is to aid with the fast and efficient physical identification of all members of the school community.

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be considered alongside the following documents:



- Acceptable Use Policy
- Counter-Bullying Policy
- Behaviour, Rewards and Sanctions
- Exclusion Policy
- Code of Conduct for Staff
- Equal Opportunities Policy
- Health and Safety Policy
- Physical Restraint Policy
- Procedures for dealing with allegations against employees and adults working or volunteering in schools
- Recruitment Policy
- Relationships and Sex Policy
- Whistleblowing Policy

Contextual Safeguarding

The School recognises the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual safeguarding and incorporates individual circumstances and needs, wider family issues and any environmental factors that may impact negatively on family or individual wellbeing. The school also seeks to promote a good outcomes based approach using the outcome dimensions set out in the Children Act 2004. These are

- physical and mental health and emotional well-being;
- protection from harm and neglect;
- education, training and recreation;
- the contribution made by them to society;
- social and economic well-being.

Extremism and Radicalisation

The Prevent Duty

The Prevent Duty 2015 is advice from the Department for Education to help schools understand their duties under the Counter Terrorism and Security Act 2015.

We build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools will create an environment in which children can debate controversial issues and help them understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Staff are trained to be alert to students expressing extremist views. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Child Protection lead at the relevant school or to their deputies.

Photographing Children



We understand that parents like to take photos or video to record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film students during a school activity without the parent's permission.

We will not allow images of students to be used on the school website, publicity, or press releases, without permission from the parent via the 'photo permission' form.

Although the school cannot be held accountable for photographs or video footage taken by parents or members of the public at school functions, we do remind parents that they should not post photos or videos to public sites without the express consent of the other children or parents.

Confidentiality

All members of staff will ensure that all data about students is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes allowing practitioners to share information without consent.

Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. This is covered in the Staff Code of Conduct (found on the Employee Portal) and in Appendix 1.



At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, or social networking websites.
- disclosing personal details inappropriately
- meeting students outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and BWSCP procedures, the school will view this as misconduct, and take appropriate action

Allegations or Concerns Against Members of Staff

Please see separate policy [Procedures for Dealing with Allegations of Abuse Against Staff, Governors, and Volunteers](#) which covers this area in more depth.

At Reddam House we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Principal.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Principal has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a



child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'. Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they must contact children's social care and as appropriate the police immediately as per the processes explained in Part one of KCSIE (September 2021).

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

There may be occasions where something occurs which is out of the ordinary or which causes a member of staff to have doubts about the behaviour of another adult towards a student or another child. It is important that any concerns, or incidents which might give rise to concerns about the conduct of staff, are reported to the Principal, however minor. In most cases, there will be a perfectly innocent explanation for what has occurred, and staff should not feel that making a report, or being the subject of a report, will cause them to suffer any detriment or stigma where this is the case. Reporting these types of concerns is a neutral act, and the Principal will, on receipt of a report, determine how best to approach the issue.

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:



- a. Any incident where she/he feels that her/his actions are behaviour towards a student may have been misinterpreted or may have given rise to a risk of misinterpretation;
- b. Any incident where she/he feels that another adult's actions or behaviour towards a student may have been misinterpreted or may have given rise to a risk of misinterpretation;
- c. Any use by an adult of sexually inappropriate language, references or jokes to a student;
- d. Email, messaging, use of social media sites or other communication between adults and students outside agreed protocols;
- e. Any unsupervised access to a student other than in the context of a planned one-to-one lesson (this would include all one-to-one meetings or discussions, whether related to schoolwork, pastoral issues or other matters);
- f. Any incident of physical contact with a student when no-one else is present, including when administering first aid or medical treatment, and including physical demonstrations in one-to-one sports coaching, music lessons etc.;
- g. Any incident where a member of staff has been alone with a student or students in a vehicle where this has not been authorised in advance;
- h. Any contact with students outside school (other than trivial incidents e.g. passing a student in the street, or the supermarket or noticing that they are sitting, separately, in the same restaurant or cinema);
- i. If a student becomes aware of a staff member's home address, mobile or home phone number, or non-school email address;
- j. If a staff member becomes involved in a close or sexual relationship with a former student, regardless of the age of the student;
- k. The fact of, and explanation for, unsupervised access to a student on school trips;
- l. Non-trivial illnesses or accidents of students on school trips.

The process for reporting a concern of this nature about safeguarding is called 'Neutral Notification'. This is a procedure for self-reporting or reporting about the behaviour and action of others. Neutral Notification must be used by staff to record all events and/or situations which have the potential to be misconstrued or misinterpreted by others; or where they are at all concerned about the behaviour of an adult, not just where it is clear that a role or professional boundary has been broken. The purpose of neutral reporting is to protect both students and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

Low-level concerns should therefore be recorded on a [neutral notification form](#), and should include:

- name* of individual sharing their concerns



- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

The Neutral Notification system is intended to enable staff to self-report, as well as to make notifications about other staff members. It is accepted that there are occasions when school staff, as professionals, must make decisions to act in a way in order to protect the health and safety and welfare of their students. This may, in some cases, put the adult in a vulnerable position and cause the adult, with hindsight, to consider that on reflection they might not act in the same way in a similar situation. In this scenario, staff must make a Neutral Notification.

If the concern has been raised via a third party, the Principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

The Principal will keep all Neutral Notifications centrally as part of a single record and obtain the advice of the Local Authority Designated Officer as necessary. They will be kept at least until the individual leaves our employment.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Relationships and Associations

Whilst Disqualification by Association only applies to those working in domestic settings, all staff should be aware that relationships and associations that they have in school and outside (including online) may have an implication for the safeguarding of children. Where this is the case, the member of staff must speak to the DSL or Principal.





Disqualification Under the Childcare Act 2006

Staff that work with children under 8 years old will have due regard to the Disqualification under the Child Care Act 2006 which applies to staff who work in a childcare capacity, whether paid, volunteer or are on work placements. Relevant staff are:

- Those working with early years (birth till 1st September following 5th birthday) at any time.
- Those working before or after school with those in later years (5 to 8 years old)

Before and After School Activities

Where any out of school hours activities are provided by other bodies or organisations (such as sports clubs) the school will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters.

Hiring of School Premises

Where any part of the school is hired out to an organisation, we will seek reassurance that, where the activities involve Under 18's, they have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

Contracted Services

Where the school contracts with outside providers for specific services, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school or Trust on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

Children Missing Education

Our approach to tackling this issue is covered in our Attendance Policy.

Private Fostering

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. A grandparent, brother, sister, uncle or aunt or stepparent are **not** to be considered a private



foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

There is a mandatory duty on schools to inform the local authority of children in such an arrangement.

Looked after children

The school will work closely with the relevant local authority to ensure that the welfare of any child placed at the school and looked after in accordance with the Children Act 1989 will be afforded specific help and support. The school has appointed a liaison officer for this purpose. (please see contact information as set out above).

Management of Mobile Phones and Other Electronic Devices

When used at a time or in a way which is restricted, the mobile telephone or other electronic device will be a 'prohibited item' banned by the School rules, and subject to the normal rules on seizure, retention or destruction.

A student's device may also be confiscated by the school as a disciplinary sanction for misconduct by the student. In such cases, the device will be retained until it can be collected by the student and/or parent after a period agreed by the school, this may be up to the end of the current term.

Any use of any electronic device must comply with the School's Acceptable Use Agreement for ICT. Any unauthorised use of any electronic device will be in breach of the Acceptable Use Agreement.

Early Years Provision Safeguarding Arrangements

DSL for the ELS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Georgina Tait (Head of ELS), In her absence Holly Leather is the designated practitioner.

The School will inform Ofsted of any significant event, which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.



Staff supervision arrangements are in place to ensure that staff have regular opportunities to share changes of circumstances and to offer an opportunity to discuss any areas of concern.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Boarding Safeguarding Arrangements

The practitioner designated to take lead responsibility for safeguarding our boarders is Andy Towse (Director of Boarding), in his absence Natalie Holsgrove-Jones or Lyndsey Towse would oversee members of the community.

All residential members of staff have enhanced DBS checks, along with any members of their families who live within the Boarding Houses and are not on the school roll. Staff follow a formal induction programme when they move in and also have signed agreements confirming their knowledge of the visitor policy and their responsibilities around any visitors to the campus and their own personal accommodation.

The Boarding Community follows all of the normal school processes for Safeguarding and boarders have access to an Independent Listener, who is also DBS checked but is available via a school owned number. Her details are: Dr Sarah Walden and she is contactable on 01182 2112313; there are a number of posters in the boarding houses advertising the chance to speak to her, along with other national services for young people.



Appendix 1: Appropriate Behaviour and Professional Boundaries

- Always abide by the Staff Code of Conduct and model professional standards representing the school directly or indirectly.
- 1:1 meetings with students should be in a room with visual access to others
- Keep doors open, at least slightly, when meeting with a student alone
- Do not have out of school relationships with students (Facebook, texting, emailing). Contacting a student via social media, email, texting or private messaging is prohibited.
- Make sure you have read and signed the Acceptable Use Policy and that you have read and signed for Part 1 of the most up to date Keeping Children Safe in Education (2021)
- Ensure your privacy settings are high on Facebook – get someone to check if you're not sure.
- Do not give students a lift home. Students may only be transported with two members of staff and where the driver is insured for Business Use.
- Do not use student toilets
- Talk to your line manager if ever you feel something you said or did could have been misconstrued.
- Always fill in Neutral Notification forms where you are party to or observe a situation which leaves a 'nagging doubt'
- If a student is missing from your lesson and has previously been in school reception it MUST be notified immediately.
- All visitors to school must sign in at reception. No-one should be alone with students unless they have undergone a DBS check and local safeguarding training. Those authorised on site during the school day can be identified through their school uniform, their lanyard or their badge.
- Do not physically block or prevent students from passing through corridors/doorways
- Staff and visitors are always all expected to wear lanyards on site
- Staff should challenge any adult on site that they don't recognise
- It is not illegal for members of staff to touch a student. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a



student, or demonstrating techniques in music or physical education, it may be appropriate for staff to touch a student.

Appendix 2: Types of Abuse and Neglect

There are four kinds of abuse and neglect: Physical Abuse, Emotional Abuse, Neglect and Sexual Abuse.

All 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.

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. 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 by 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 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 from 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

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, for example, 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 caregivers); 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 3: Child Protection Information

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

CSE – Child Sexual Exploitation

CSE is a form of child sexual abuse. 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.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Staff training and information is disseminated through our Child Protection Training and in updates.



Students learn about this through tutorial programme, assemblies and visiting speakers and in curriculum time. They learn about keeping themselves safe and what to do if they have a concern.

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of CSE are reported to the police and social services.

CCE – Child Criminal Exploitation (including County Lines)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Several risk factors increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

County lines is 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. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Actions are:

- Assemblies delivered to explain the dangers of becoming involved in County Lines type activity.



- School works with local police force and other agencies.
- Staff raise concerns with the school's DSL.

Potential Indicators of CCE and involvement in County Lines

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.



(The definition can be found here:
<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Reddam House School is part of **Operation Encompass**. The Op Encompass process produces and sends each school a notification if one of their pupils is recorded as witnessing a domestic incident by the police each morning. The purpose of these notifications is to alert you that a pupil may need additional welfare support if witnessing Domestic Abuse has had an adverse impact on them. If significant concerns are identified, existing safeguarding procedures will be followed.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

FII – Fabricated/Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child. In fabricated or induced illness, the parent may present the child as ill when they are healthy, deliberately induce symptoms of illness, manipulate test results, or exaggerate or lie about symptoms. Some of the indicators of fabricated or induced illness, include:

- the medical history doesn't make sense
- treatment is ineffective
- the symptoms disappear when the carer isn't around, and
- they can be seen repeatedly by different professionals looking for different things.

In all cases, the child's normal life is restricted. Cases of fabricated or induced illness are very complex. Where fabricated and induced illness is suspected, referrals should be made without alerting the child's carer.

Staff training and information is disseminated through our Child Protection Training and in updates.

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of FII are reported to social services.



FGM – Female Genital Mutilation

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for nonmedical reasons.

The practice is illegal in the UK.

It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime. FGM is prevalent in Africa, the Middle East and Asia. In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through assembly and our PSHE/SMSC programme.

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of FGM are reported to the police and social services.
- Where a case of FGM is identified in a girl under the age of 18, teachers are legally required to make a report to the police under the FGM mandatory reporting duty.
- The school monitors all leaves of absence.

Online Safety

Protecting young people properly means thinking beyond the traditional school environment. Issues that students may encounter on the internet will vary depending on their age and online activities. Our A2B and Computing lessons ensure that students understand how to recognise the risks and protect themselves against them. We have grouped potential online risks into 4 categories:

Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Children need to know the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.

Content: age-inappropriate or unreliable content can be available to children



Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

Contact: children can be contacted by bullies or people who groom or seek to abuse them

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and removing unwanted contacts is a useful step for them. Privacy settings online may also allow children to customise the information that each friend is able to access. If there are concerns that a child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that children know that it must be reported to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If a child is the victim of cyberbullying, this can also be reported online and offline. Children should be encouraged to tell a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Children should be encouraged to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

Actions are:

- Staff and students are all asked to sign acceptable use policies.
- Staff have regular updated safeguarding training, including online safety.
- Parents are educated weekly about online safety in the newsletter.
- The IT network has appropriate security settings in place which are checked annually.
- SLT carry out an annual review of the school's approach to online safety, supported by an annual risk assessment that considers and reflects the risks students' face. A free online safety self-review tool for schools can be found via the [360 safe website](#).
- The school has monitoring software which is used to check activity on the network.
- Cyber-safety is taught through Computing and Aspire to Be lessons (PSHE)
- Staff and students raise any concerns they may have with the school's DSL who in turn will seek advice from outside agencies should the need arise.
- Cases or suspected cases of grooming and/or online abuse are reported to the police and social services.

Reddam House has clear policies on the use of mobile and smart technology (E-Safety Policy and Social Media Policy). When students use the school's network to access the internet, they



are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. This access means some children, whilst at school, could sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. To minimise inappropriate use in school, in addition to the actions above, we do not allow the use of mobile phones during the school day.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

A marriage must be entered into with the free and full consent of both parties. An arranged marriage is not the same as a forced marriage.

In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter the marriage or not.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. In some case people may be taken abroad without knowing that they are to be married. When they arrive in that Country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through the tutorial programme, assemblies and visiting speakers and in curriculum time. They learn what to do if they have a concern where to go to get help if they need it (in school and in the community).

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of forced marriage are reported to the police and social services.
- The school monitors all leaves of absence.

Extremism/Radicalisation

Extremism is defined 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; and/or calls for the death of members of our armed forces, whether in this country or overseas’.

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

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

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

Students learn about this through a broad and balanced tutorial programme, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. They also learn how to keep themselves safe and where to go to get help if they need it (in school and in the community).

Actions are:

- Staff and students raise any concerns they may have with the school’s DSL who in turn will seek advice from outside agencies should the need arise.
- Cases or suspected cases of radicalisation or extremism are reported using the standardised [National Referral Form \(NRF\)](#) together with new pathways for reporting Prevent specific concerns.
- Any referral to TVP for a child or vulnerable adult should be followed up with a referral to children or adult social care.
- The school monitors all leaves of absence.

DfE guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

<https://educateagainsthate.com/resources/prevent-duty-advice-non-statutory/>

Further information can be found on the BWSCP website:

<https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp/professionals/prevent>
[-1](#)



Harmful Sexual Behaviours report flowchart

