



REDDAM
— HOUSE —

B E R K S H I R E

Child Protection and Safeguarding Policy 2023

(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. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

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.

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Key School Personnel

The Designated Safeguarding Lead (DSL) is:

Lyndsey Towse

Email: l.towse@reddamhouse.org.uk

Telephone: 0118 9748300

The Deputy DSLs are:

Marion Mason (Junior)

Email: m.mason@reddamhouse.org.uk

Telephone: 0118 9748300

Tanya Gerasimo (ELS)

Email: t.gerasimo@reddamhouse.org.uk

Telephone: 0118 9748304

Natalie Holsgrove-Jones (ELS/Middle/Senior)

Email: n.holsgrove-jones@reddamhouse.org.uk

Telephone: 0118 9748300

Phil Edmonds (Middle)

Email: p.edmonds@reddamhouse.org.uk

Telephone: 0118 9748300

Sarah Dix (Senior)

Email: s.dix@reddamhouse.org.uk

Telephone: 0118 9748300

The Designated Governor for Safeguarding is:

Jane Emmett

Email: jemmett@fulham.school

Telephone: 0207 3520111

The Chair of Governors is:

Nicholas Wergan

Email: nicholas.wergan@inspirededu.com

Telephone: 0118 9748300

The Designated teacher for our Boarders is:

Andy Towse

Email: a.towse@reddamhouse.org.uk

Telephone: 0118 9748300

The Mental Health and EDI leads are:

Kirstin McLachlan (Middle/Senior)

Email: k.mclachlan@reddamhouse.org.uk

Telephone: 0118 9748300

Kathryn Rees (ELS/Junior)

Email: k.rees@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 351999 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 2022 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, alongside the two mental health leads;
- 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 2022) 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 issued 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 2022 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.

Summary Guidance

Disclosures: If a child discloses to you or you suspect abuse:

- Report any disclosure immediately to a DSL or, in their absence, the DDSL.
- Do not question a child should you suspect abuse, but refer your suspicion to the DSL or DDSL immediately.
- Make a clear record of what the child has said to you and give this to the DSL or DDSL.
- Do not ask leading questions and do not promise confidentiality to the child.
- Ensure that the child is safe.
- Do tell the child that you must speak to a DSL or the DDSL.
- Be guided by the DSL or DDSL as to what you should do next: do not investigate yourself
- Do not discuss the issue with colleagues, friends, family or anyone else unless otherwise directed by the DSL or DDSL
- Be aware that you may contact local children's services and/or the Police directly.

Remember: It is important for all staff to understand that some children may find it hard to tell someone they are being abused: they may not be ready or know how to do so. Hence we provide a wide range of avenues for children to speak out with confidence that support will be available and action will be taken, including: boarding staff, trusted adults for LGBTQIA+ pupils, counsellors, independent listener, senior pastoral staff, learning support staff, medical staff.

Child-on-child including sexual harassment or violence: If a child discloses to you or you suspect abuse:

- Report this immediately to the DSL or in their absence a DDSL.
- Make a clear record of what the child has said to you or of the information given to you.
- Be guided by the DSL or DDSL as to next steps: do not investigate yourself.

In all cases of disclosure: Reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment; no victim ever be made to feel ashamed for making a report.

Allegations against and low-level safeguarding concerns regarding staff other than the Principal

- Report an allegation immediately to the Principal or in his absence the Designated Safeguarding Proprietor without informing the person against whom the allegation has been made.
- Report a low-level concern to the Principal or in his absence to the DSL without informing the person relating to whom the concern applies.
- Should you believe that there may be a conflict of interest on the part of the Principal, refer the matter to the Designated Safeguarding Proprietor and/or the local children's services.
- Be aware that should the need arise you may contact local children's services and/or the Police directly.

Allegations against and low-level safeguarding concerns regarding the Principal

- Report immediately to the Designated Safeguarding Proprietor (Chair of Governors) without informing the Principal.

- Be aware that should the need arise you may contact local children's services and/or the Police directly.

DSL - Designated Safeguarding Lead

Our School has a Designated Safeguarding Lead (DSL), Lyndsey Towse who is our Head of Senior 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. This includes absence relating to covid – in this case Natalie Holsgrove-Jones will stand in as the DSL for that period. The DDSLs are trained to the same level as the DSL and may undertake any of the activities below, however, the lead responsibility remains with the DSL.

The DSL takes lead responsibility for safeguarding and child protection (including online safety) and 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, in order to provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- All members of staff, including volunteers and regular visitors (such as trainee teachers and supply teachers) are made aware of who the DSL team 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. This includes the DSL/DDSLs taking part in strategy discussions and inter-agency meetings. The DSL is aware of the requirement for children to have an Appropriate Adult when dealing with police..
- 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. We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.
- 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). The Principal also deals with all low level concerns and may discuss these with the DSL if required.
- 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 (within 5 working days of the student starting the new school), 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.

- The DSL has overall responsibility for online safety and supported by the deputies. The DSL and deputies will access appropriate training and/or support to ensure they understand the unique risks associated with online safety.
- 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 (alongside the 2 mental health leads) 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 ensure they maintain proper oversight of safeguarding and 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. They discuss safeguarding at every board meeting, which is attended by the DSL. Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

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 2022).
- 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 2022)' 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, Heads, Safeguarding Governor, or Chair of Governors) to ensure that all information is accurate and up to date.

Allegations of Abuse Made Against Other Children (Child on child 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 child on child 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 2022 Part 5 ‘Child-on-child sexual violence and sexual harassment’ 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 child-on-child abuse is unacceptable and will be taken seriously. Whilst not intended to be an exhaustive list, child on child 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);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Initiation/ hazing type violence and rituals;
- displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment, which might include:
 - o consensual and non-consensual sharing of sexual images and videos (both often referred to as sexting or youth produced sexual imagery);
 - o 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 child-on-child abuse, such abuse may still be taking place and is simply not being reported. To encourage students to report child on child 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.

At Reddam we are continually educating children about the nature and prevalence of child-on-child abuse, positive, responsible and safe use of social media, and the unequivocal facts about consent, via our A2B programme (which includes RSHE), during assemblies and the wider curriculum (see [child-on-child abuse policy](#) and the summary annex to this policy for further information). Children at Reddam are taught about how they can keep themselves and others safe, including online. To be effective, we present this information in an age-appropriate way. We are sensitive to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities. Topics included are those listed in paragraphs 128-130 of KCSIE 2022.

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 child-on-child 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 'Child on child 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 child on child abuse will be dealt with in line with the School's [Child on child 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 child-on-child incident, the school will have due regard for the guidance in KCSIE 2022 part 5 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 [Child on child Abuse Policy](#) has more detailed information about:

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

Considering confidentiality and anonymity

Staff at Reddam will never promise confidentiality. The DSL team will only engage staff and agencies who are required to support the children involved. If the victim asks the school not to tell anyone about an incident of sexual violence or sexual harassment the DSL will consider the following;

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

At all times, the victim will be kept informed if the incident is referred against the victims wishes, reasons explained and specialist support will be offered.

Risk Assessments

After a report of sexual violence, the DSL team will make an immediate risk and needs assessment, which will consider;

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Reports of sexual harassment risk assessments will be considered on a case-by-case basis. Support will also be put in place for any siblings as is necessary.

Boarding

We acknowledge that as a boarding school, there are additional factors that may affect safeguarding, in particular opportunities and vulnerabilities for child on child abuse and inappropriate staff/pupil relationships.

The School has due regard to the safeguarding requirements of the revised National Minimum Standards for Boarding (September 2022) and to the recommendations of the Independent Inquiry into Child Sex Abuse (IICSA) (March 2022).

IICSA noted that sexual abuse can and does occur

- in all types of schools;
- to all ages of children.

And so it recommended that schools must go beyond the acceptance that 'it could happen here' to the belief that 'it probably is happening here'.

The boarding environment is regarded by IICSA as a high risk for grooming and abuse by adults working at the school as well as providing opportunities for child-on-child sex abuse. Day pupils at boarding schools are also judged to be vulnerable to these risks. Overseas boarders may be especially vulnerable not just at school but when staying with their educational guardians for whom there is no convincing system of checks. The current statutory guidance and independent school standards are judged to be inadequate in these regards.

The Inquiry maintained that there is no simple general solution to the problem of child sexual abuse (CSA) in schools. Instead a series of incremental changes are proposed most of which require government action. However, several specific actions for individual schools are recommended, which the College fully embraces: accordingly we shall

1. report any allegation of child sexual abuse to the inspectorate as well as to the DBS and TRA;
2. ensure that the Principal, DSL, and members of the DS team (and DSG) are trained to the highest level;
3. ensure that RSE for all pupils including those with SEND is as effective as possible; and
4. ensure that pre-appointment checks and supervision of volunteers are as effective as possible.

We support and embrace the key substantive changes made to the National Minimum Standards for boarding:

1. the focus upon good rather than suitable or adequate provision (e.g. accommodation, facilities, food); how inspectors will decide between 'good' and suitable/adequate' is yet to be seen;
2. the central importance of the welfare and wellbeing of boarders;
3. the need to ensure that our policies reflect the interests and needs of boarders;
4. the need to monitor any lodgings, host families and guardians rigorously.

The School shall carry out an annual audit of boarding which shall be submitted to the proprietors: boarding pupils will be invited to provide feedback to proprietors on the experiences of boarding especially as it relates to their welfare and wellbeing.

Accordingly, the following guidelines amongst others will be followed:

- The **wellbeing of boarders** will be a primary concern.
- The risks associated with the **potential impact of sexual violence and sexual harassment** in the boarding environment will be considered
- Any incidents of sexual harassment and sexual violence within the boarding environment will be **recorded as boarding incidents**.
- Staff and boarders of all kinds and needs should know **what to do in an emergency including at night**.
- We shall ensure that there are **clear arrangements for arrival at and departure** from school.
- We shall ensure that **boarders know how to raise concerns** and staff must know how to respond when this happens.
- **Our behaviour and bullying policies** reference behaviour and bullying in boarding accommodation.
- Any incidents of bullying or misconduct within the boarding environment are **recorded as boarding incidents**.
- In accordance with our **RSE policy** we promote good relationships amongst boarders.
- We take appropriate steps to ensure that **guardians are suitable and promote the welfare of boarders**.

- We do not appoint school staff as educational guardians for **boarders**.

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.

Children who are lesbian, gay, bi, or trans (LGBTQ+)

The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether or not) can be just as vulnerable as children who identify as LGBTQ+.

Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. At Reddam, we endeavour to reduce the additional barriers faced by providing a safe space for them to speak to through our 121 tutoring programme. Students can also choose a member of staff as a mentor if they feel more comfortable talking to someone other than their tutor.

LGBTQ+ inclusion is covered in our RSHE section of our A2B programme and also in assemblies.

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 (annually) 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 2022) Part One and Annex B (Annex A for those who do not work directly with children and for Senior staff and key governors, all sections and annex's

RHB Equal Opportunities Policy

RHB Whistleblowing Policy

Induction

The above policies are sent to new staff and induction includes the following training (mix of face-to-face and Educare);

RHB Child Protection and Safeguarding Policy, On-line safety, role and identity of DSL and deputies, KCSIE 2022 part 1 (Annex A for those not who do not work directly with children) and annex B, RHB Behaviour Rewards and Sanctions Policy, safeguarding response to children who go missing from education, staff code of conduct.

All staff who join the organisation are sent the RHB Safeguarding video, which has a form to complete to show understanding. This is supplemented by Educare training, including for those who do not work directly with children (see matrix).

General safeguarding training

Our general safeguarding training covers a range of issues such as bullying (including child-on - child abuse and sexual harassment and sexual violence), on-line safety (including awareness of the risks of sharing nudes and semi-nudes 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'. This training also includes how to manage a report of child on child sexual violence and sexual harassment, their role in the early help process, the process of making referrals to children's social care, what to do if a child tells them he/she is being abused, exploited or neglected and reassuring victims that they are being taken seriously and they will be supported and kept safe and that no victim would be given the impression they are creating a problem by reporting abuse or made to feel ashamed for making a report.

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. It should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

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 about students

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 Leads. 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 (A2B) and Relationships and Sex Education curriculum (RSHE) 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
- Child-on child abuse 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. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

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.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. More information can be found at [Channel and Prevent Multi-Agency Panel \(PMAP\) guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/channel-and-prevent-multi-agency-panel-pmap)

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.

Please note there is a specific policy for ELS on taking and storing images; this is within the 'Taking, storing and using images of children policy (including EYFS)

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 principal without delay; any concerns about the headteacher should go to the Chair of Governors.

If there is a conflict of interest in reporting the matter to the principal, the report should go direct to the LADO.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Principal. Where an allegation relates to a member of supply staff, the school will fully involve the agency.

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 (that meet the harms test)

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 2022).

Before contacting the LADO, schools and colleges should conduct basic enquiries (the information that the LADO will require) 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 (KCSiE 2022).

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.

The process for reporting a concern of this nature about safeguarding is called 'Neutral Notification' [neutral notification form](#). 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.

Our 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.

Low-level concerns about a member of staff should be reported to the Principal. Where a low-level concern is raised about the Principal, it should be shared with the Chair of Governors.

Staff should self-refer if they find themselves in a situation that could be misinterpreted, which might appear compromising to others, and/or on reflection they believe they have behaved in a such a way that they consider falls below the expected professional standards.

If the concern has been raised by a third party, the Principal will 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.

If the low-level concern is about a person employed by a supply agency or a contractor, this concern should be shared with the Principal and recorded in accordance with the School's staff code of conduct policy which contains guidance on low-level concerns. Their employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Information collected will help the Principal categorise the type of behaviour and determine what further action needs to be taken.

Low-level concerns will be recorded in writing, including:

- name of the individual sharing their concerns

- details of the concern
- context in which the concern arose
- action taken
- rationale for decisions and action taken

If the person sharing the concern wishes to remain anonymous this should be respected as far as reasonably possible.

Records will be kept confidential, held securely and comply with the Data Protection Act 2018. 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 (level 1), then the matter will be referred to the LADO.

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).

If there is any doubt at all, the Principal will consult the LADO.

The records' review may identify wider cultural issues within the College that enabled the behaviour to occur. This may lead to revision of policies and processes or extra training would be delivered to minimise the risk of it happening again.

The School is determined to ensure that lessons will be learned from any incidents or instances regardless of whether or not they are substantiated.

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 Principal, who may discuss this with the DSL.

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.

Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation-particularly county lines. It is important the school or college's response to children missing from education supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2022) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

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 Tanya Gerasimo (DDSL). In her absence Nat Holsgrove-Jones 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 Lyndsey Towse (DSL) or a member of the DDSL team 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. Please see the boarding Handbook for all boarding processes.

Protocol for Reddam Boarders visiting friends who are pupils and children of staff who reside in school accommodation

Guidance to resident staff with children who are pupils at Reddam

- The member of staff/parent should have contact with the parent(s) and guardian of the boarder, so that they are aware that their child is visiting the member of staff's home, as well as informing the relevant Houseparent or member of duty staff.
- Whilst boarders are visiting their friends, who are children of a staff member, their care may pass across to their parent or guardian (especially if overnight), the school clearly has a duty of care and responsibility for the welfare of the boarder and the member of staff/parent must be aware of this.
- Resident staff affected by this should speak to their children who are pupils to ensure that they understand this protocol.

Boarders should not visit any staff accommodation, unless it is for the purpose of visiting a friend who is their child and resident in that home.

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 child-on-child 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.

Annex to Appendix 2: child-on-child abuse ([see also separate policy](#))

Aim:

Reddam House School is committed to the prevention, early identification, and appropriate management of Child-on-Child abuse both within and beyond the school. Child-on-Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations.

Policy:

The [Child-on-Child Abuse Policy](#) sets out the school's strategy for the prevention, identification and management of child-on-child abuse. It is the product of a consultation – which has involved students, staff and parents. In producing the policy, we completed a Harmful Sexual Behaviours Audit, trained staff and surveyed both parents and students. The policy is reviewed bi-annually and is made available to parents, pupils and staff on the school website.

Identification:

Early identification of child-on-child abuse is encouraged in a variety of ways. Students from Year 5 to Year 13 are able to report anonymously on 'Whisper' via text or webchat. For younger students, a 'worry box' is located in every Reception to Year 6 classroom. In the Middle and Senior Schools regular one to one tutorials provide a forum for students to disclose concerns to a trusted adult. An anonymous and age appropriate safeguarding survey is distributed termly to all students from Year 3 to 13 to provide data on whole school trends to enable the school to direct plan appropriate support and advice to the year groups that require it.

Recording:

All child-on-child incidents are recorded on the school's safeguarding software, CPOMS, through the use of a 'child-on-child abuse' category. All reported cases are added to a child-on-child abuse log to enable the DSL team to monitor and provide appropriate follow up support for both victim and perpetrator. Cases are closed only through agreement with those involved or if one of the parties has left the school. In the ELS, All child-on-child incidents are logged on Tapestry for the parents as well as a phone call home if for example a child bites another child. These are tracked and monitored to look for any patterns or signs of concern. If there are any highlighted the SENDCo and educator work together with the parents to support the child.

Child on child abuse is also recorded on a log, including low level, individual incidents to allow close monitoring of both victims and perpetrators and to allow easier tracking of incidents in terms of spotting any patterns early.

Awareness:

A2B lessons teach students specifically about Child-on-Child abuse and signpost how to get help. Regular assemblies focus on different forms of Child-on-Child abuse and site examples from the media. The school also celebrate relevant awareness events such as 'Anti-Bullying Week'.

Training:

The DSL Team regularly complete courses from the Anti-Bullying Alliance website. There is regular face to face training delivered by the DSL, especially considering KCSIE updates. The following Educare courses are completed by all teaching staff:

- Raising awareness of Child-on-Child abuse (every year)
- Preventing bullying (every 2 years)
- Sexual violence and harassment between children (every 2 years)

All staff (teaching and non) complete the 'Harmful Sexual Behaviours' course every 2 years.

Appendix 3: Child Protection Information

All staff at Reddam House should have a good knowledge of the below information and should raise any concerns related to students immediately with the DSL, with information added to CPOMS.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a School can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to School on their own) it is important they are given practical advice on how to keep themselves safe. Many Schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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.

Indicators of child sexual exploitation may include:

- 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/suspicions 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.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

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/suspicions 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.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Children will sometimes blame themselves when they hear or see violent words or actions in the home; just hearing a violent quarrel will seriously unsettle many children.

Staff training will include guidance on the impact of domestic violence on children.

Reddam House School is part of **Operation Encompass**. The Operation 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. We will not discuss this with pupils, but the information will be added to CPOMS and the student prioritised for a 121 meeting with their tutor.

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

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.

Honour-based abuse (HBA)

HBA encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community. It may include but is not restricted to FGM, forced marriage and practices such as breast ironing. Abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

Children may become entangled in inter-family or other disputes which may involve some form of punitive violent action or non-violent abuse against a member of the child's family or the child themselves. There have been cases of acid attacks and arson as well as murder.

Staff should be vigilant and report any suspicions of a child being at risk of or already having suffered HBA to the DSL without delay.

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.
- With regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police'.
- The school monitors all leaves of absence.

How to make a report:

- It is recommended that you make a report orally by calling 101, the single non-emergency number.
- Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.
- In most cases 'reports under the duty should be made as soon as possible after a case is discovered, and best practice is for reports to be made by the close of the next working day'. At Reddam House the report should be done immediately.

More details can be found at <http://safeguarding.link/fgmreporting>

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

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 and are made aware of the fact that most online abuse takes place in the home or away from school.
- Pupils are guided to ensure that they are aware of a wide range of online dangers and they are taught to avoid being influenced by harmful online challenges, hoaxes and misinformation.
- 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 A2B 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 which are regularly reviewed for their effectiveness. 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 (including clubs and activities).

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.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/professionals/prevent>
[-1](#)

Harmful Sexual Behaviours report flowchart

