



Meadow Vale Primary School

Safeguarding and Child Protection
Policy

Published: September 2022

Next Review Date: August 2023

Learning – Believing - Achieving

Meadow Vale Primary School

Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Catherine Forrester	01344 421046
Deputy Designated Safeguarding Lead (DDSL)	Ian Freeman	01344 421046
Members of staff who have also received the Designated Person training	Gaynor Styer	01344 421046
Chair of Governors	Richard Stok	01344 421046
Nominated Safeguarding and Child Protection Governor	Becky Glover	
Special Educational Needs and Disabilities Lead (SENCO)	Gaynor Styer	01344 421046
Local Authority Designated Officer (LADO)	Alison Small	01344 351572
Children's Social Care – for reporting concerns	MASH	01344 352005
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Bracknell Forest Safeguarding Board (BFSB)		Bracknell Forest Safeguarding Board
Bracknell Forest Council Education Safeguarding Manager	Sharna Swaine	01344 354105
Bracknell Forest Council Education Safeguarding Officer	Amanda Hall	01344 353313
Bracknell Forest Council Head of Service (Safeguarding, Inclusion, SEMH)	Debbie Smith	01344 354014

Policy Statement

Meadow Vale Primary School is a Bracknell Forest School situated in the Priestwood area of the Borough. Priestwood, and specifically Meadow Vale, has a deprivation indication in quintile 3 (average). The pupil base is in quintile 2 (less deprived).

We recognise that safeguarding is everybody's responsibility in our school and the responsibility we have under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 (as amended).

This policy states that Meadow Vale Primary School's governing board discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school.

The purpose and scope of our safeguarding and child protection policy is to:

- To protect our pupils from harm and provide our pupils, staff, parents/carers, governing board and wider school community with the overarching principles, procedures and good practice within our child centred and coordinated approach to safeguarding and child protection.

The Legal Framework

This policy:

- Has been written on the basis of legislation, policy and guidance that seeks to protect children in England.
- Reflects the revised Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges September 2022.
- Should be read alongside the statutory guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (September 2022).
- Is written in recognition that Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board (BFSB) expectations.
- Ensures that the school will take into consideration the Human Rights Act 1998, The Equality Act 2010 and the Public Sector Equality Duty when making individual decisions about pupils.

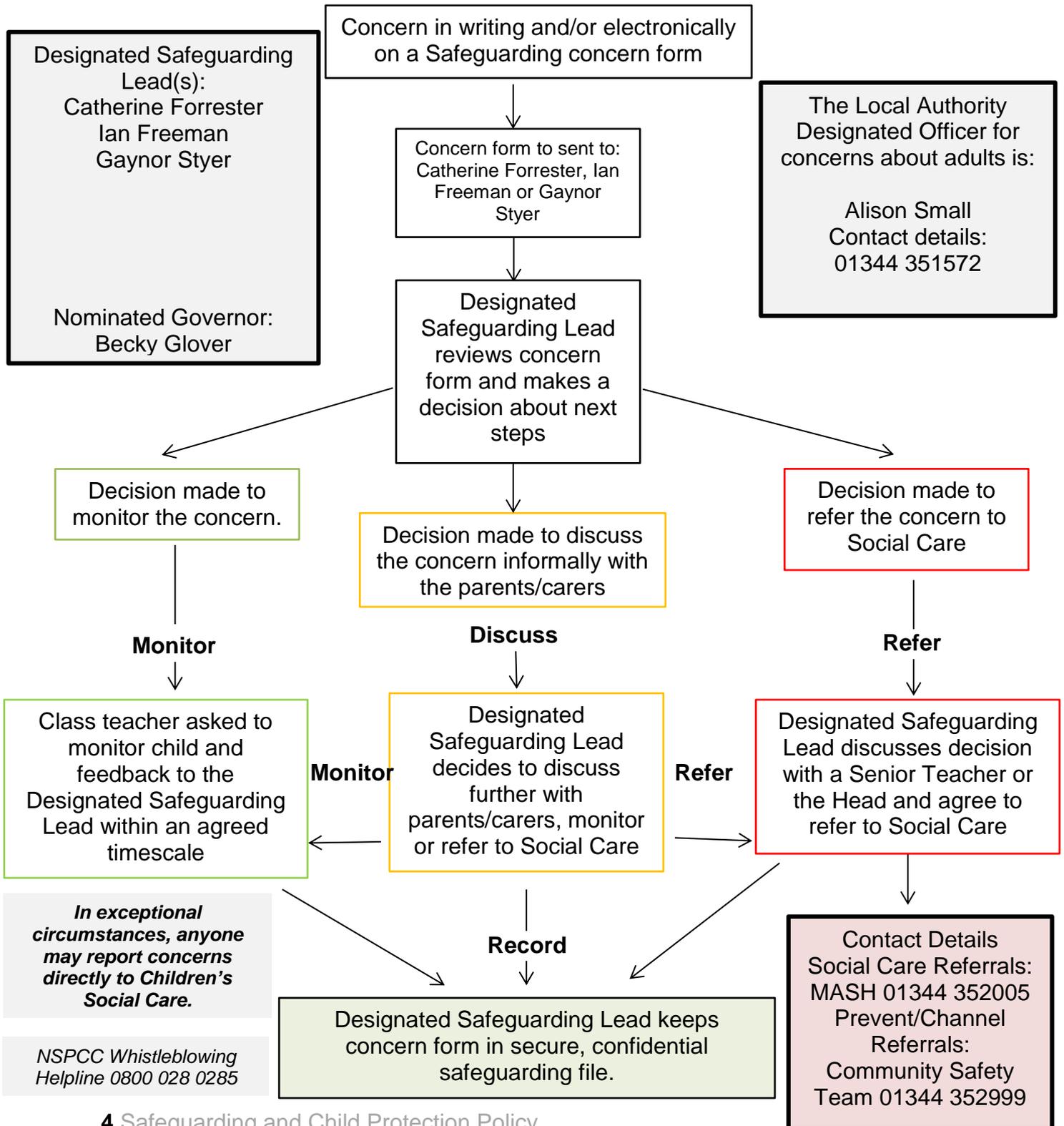
Meadow Vale Primary School ensures that all staff have read and understood Part 1 and Annex A of the 'Keeping Children Safe in Education' guidance.

We believe that all staff in our school play an important role in identifying concerns early, providing help and support for our pupils, promoting their welfare and preventing concerns from escalating. We all have a responsibility to support pupils holistically and providing a safe environment in which they can learn.

Summary of Key Information:

We define safeguarding as: protecting children from maltreatment, ensuring they can develop mentally, physically and socially in a safe environment, further enabling them to have the best outcomes. Staff will act immediately and appropriately if they have any concerns about a child.

FLOW CHART FOR REPORTING CONCERNS ABOUT A CHILD



Summary of Key Information

Specific Safeguarding Issues

Meadow Vale Primary School staff members need to be aware of specific safeguarding issues, as identified in Keeping Children Safe in Education (see Appendix B and D). We will endeavour to ensure all staff and governors are familiar with these, and have processes in place to identify, monitor and report. The school will incorporate signs of abuse, neglect and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all staff and governors.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

All staff to be aware that child sexual and child criminal exploitation are forms of child abuse.

If staff have any concerns about a child's welfare, they should act on them immediately, following our safeguarding and child protection policy and speak to the Designated Safeguarding Lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority Children's Social Care (and if appropriate the police) is made immediately. This also applies to before and after school activities (on or off school site). If the governing board provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding and child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing board will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy is linked with other policies (see Appendix C).

There are four main sections to our policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases (see page 4 for flow chart), or suspected cases, of abuse and neglect (see Appendix B).

5 Safeguarding and Child Protection Policy

3. SUPPORTING VULNERABLE CHILDREN and SAFEGUARDING ISSUES those who may have been abused or witnessed violence towards others and further information linked to specific safeguarding issues (as outlined in KCSIE and/or locally).

4. PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.

SECTION 1 - PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an environment where children feel safe in both the real and the online world and are encouraged to talk and are listened to. This, alongside facilitating regular communication, is important as children may not feel ready or know how to tell someone of their concerns and worries.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon, as appropriate.
- Include activities and opportunities in the curriculum which equip children with the skills and attitudes they need to stay safe from abuse and skills for their adult life both in the real world and the online world and information about who to turn to for help.
- Recognise that personal mobile phones have the potential to be used inappropriately and therefore the school has developed an acceptable use agreement (separate document, reviewed annually) to outline the required protocol for all staff, pupils, volunteers and parents/carers.
- Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, County Lines, Child-on-Child Abuse, Serious Violence, Extremism and Radicalisation and Online harm. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.

SECTION 2: PROCEDURES

Key contact information will be regularly communicated to our pupils, staff, parents/carers and governors (also see page 2).

We will follow the procedures set out in the Berkshire LSCB Child Protection Procedures. A copy of these procedures can be found on <http://berks.proceduresonline.com>

The Role of the Designated Safeguarding Lead (DSL) is to:

- Make sure all staff are aware how to raise safeguarding concerns.
- Ensure all staff understand the symptoms of child abuse and neglect.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and deciding whether to make a referral by liaising with relevant agencies.
- Attend multi agency meetings, as required.
- Monitor pupils who are the subject of child protection and child in need plans.

The school will:

- Ensure the Designated Safeguarding Lead has lead responsibility for safeguarding and child protection in the school; these responsibilities as set out above are reflected in the DSL job description.
- Ensure there is a Deputy Designated Safeguarding Lead (DDSL) who can fulfil the role of the Designated Lead in their absence; these responsibilities are reflected in their job description.
- Ensure that both the DSL and DDSL have undertaken, as a minimum, the 'Targeted Designated Safeguarding Lead Training' run by representatives of the local authority or other approved provider and that this training is updated every two years in accordance with guidance.
- Ensure the continued professional development of the Designated and Deputy Lead through annual (as a minimum) training (including network meetings and briefings).
- Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.
- Ensure every member of staff, paid and unpaid, and the governing board knows who the designated members of staff are and the procedures for passing on concerns from the point of induction (see page 2).
- Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see page 2).
- Ensure there is a nominated governor for safeguarding and child protection who

has undertaken appropriate training (see page 2).

- Ensure every member of staff and every governor knows:
 - The name of the designated person/s and their role
 - How to identify the signs of abuse and neglect
 - How to pass on and record concerns about a pupil
 - That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the designated person/s
 - That they have a responsibility to provide a safe environment in which children can learn
 - Where to find the local child protection procedures
- Ensure that every member of staff has read and understood Part 1 and Annex A of the DfE's 'Keeping Children Safe in Education' statutory guidance and the school code of conduct.
- Provide Child Protection training for all staff from the point of their induction which is updated regularly throughout the year, with annual updates and full refresher training every three years as a minimum. This schedule will ensure all staff are confident about:
 - The school's legislative responsibility
 - Their personal responsibility
 - The school's policies and procedures
 - The need to be alert to the signs and indicators of possible abuse, including child sexual and criminal exploitation, child-on-child abuse, female genital mutilation, extremism and radicalisation, grooming, county lines and online harm
 - The need to record concerns
 - How to support and respond to a child who discloses abuse
- Provide safeguarding and child protection training for governor and trustees at induction and at regular intervals, ensuring they are equipped with the knowledge to ensure the school's safeguarding policies and procedures are effective.
- Ensure that the governing board are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 and their local multi-agency safeguarding arrangements.
- Provide ongoing continuous professional development around safeguarding and child protection matters with regular opportunity for update briefings and discussion (at least annually).
- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and that such

concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy.

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school's website.
- Ensure that this policy is available publicly either via the school website www.meadowvaleprimary.co.uk or by other means.

The governing board

The governing board will:

- Nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion safeguarding and child protection issues
- Ensure an annual report is made to the full governing body. This will include a self-assessment audit of safeguarding arrangements for the school.
- Ensure that this safeguarding and child protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.

Reporting Concerns

Staff are aware if they have any concerns about a child's welfare, they should act on them immediately.

The flowchart on page 4 of this policy for raising concerns about a child sets out the process that staff follow.

Staff are aware that any verbal discussions about concerns must be put into writing and recorded appropriately.

Record Keeping

The school will keep clear, detailed, accurate, written records of all concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

The school will:

- Ensure all records are kept securely, separate from the main pupil file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or

establishment within 5 days for an in-year transfer or within the first 5 days of the start of a new term when a pupil moves schools. These will be sent in a separate sealed envelope from the file and marked for the attention of the Designated Safeguarding Lead.

Working with Other Agencies

The school will:

- Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- Co-operate as required, in line with the recently merged DfE Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2022), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify Children's Social Care immediately if:
 - It should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - There is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - There is any change in circumstances to a pupil who is subject to a Child Protection Plan

The statutory duty of the Virtual School Head includes working closely with the school to support and manage pupil premium plus for looked after children. They also have non-statutory oversight of the attainment, attendance, and progress of pupils with a Social Worker.

School are aware of the requirement for children to have an Appropriate Adult while being questioned or detained by the Police (Police statutory guidance, PACE Code C 2019).

Confidentiality and information sharing

Child protection information will be stored and handled in line with the Data Protection Act 2018 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents/carers to see child protection requests, they will refer the request to the Designated Safeguarding Lead or Headteacher. The Data Protection Act 2018 incorporates the General Data Protection Regulations 2018 requirements into English law.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's Social Care as required. *Information sharing: Guidance for practitioners and managers is available from Department of Education. www.education.gov.uk*
- Ensure that the Headteacher or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Abuse notifications.
- Make all staff aware that they have a professional responsibility to share information with other agencies to safeguard children.
- Ensure staff are clear with children that they cannot promise to keep secrets.

Communication with Parents/Carers

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents/carers could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

SECTION 3: SUPPORTING VULNERABLE CHILDREN & SAFEGUARDING ISSUES

In line with the significance of the Equality Act 2010 and the Public Sector Equality Duty (PSED), we recognise that pupils with protected characteristics may be more at risk of harm and we must take positive action in supporting these pupils.

We recognise that witnessing or being a victim of abuse may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.

This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

We recognise the importance of supporting LGBTQ+ pupils. We will ensure that pupils have a safe space to speak out or share their concerns with trusted members of staff.

The school's behaviour policy and equality policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.

The school recognises that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers. We will liaise with appropriate agencies in order to seek identified support for families.

When a child, who is subject to a child protection or child in need plan leaves, the school will ensure that information is transferred to the new school immediately. The allocated Social Worker will also be informed.

When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance. The Education Welfare Service and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns.

Contextual Safeguarding

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, in particular the Designated Safeguarding Lead, are asked to consider the full context and all available evidence within which such incidents and/or behaviours occur.

This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Private Fostering

Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else. The person looking after their child or children is known as the private foster carer.

A private fostering arrangement occurs when:

- A child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more
- The person who will care for them is not a parent, grandparent, brother, sister, aunt, uncle, step-parent or an approved foster carer

School staff are aware to be vigilant for any potential private fostering arrangements.

If a staff member becomes aware of a private fostering arrangement, they will refer this to the Designated Safeguarding Lead who will ensure Children's Social Care are aware.

Substance Misuse and Child Protection

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations where there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual harm or exploitation
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
- Where the misuse is suspected of being linked to parent/carer substance misuse.

Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic abuse.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g., customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Domestic Abuse

Domestic Abuse can be psychological, physical, sexual, financial, or emotional. It can be a single incident or series of incidents. It can impact children/young people through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships.

Where there is domestic abuse in a family, the children/young people will always be affected; the longer the abuse continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Headteachers are notified by the Local Authority of domestic incidents where the police have been called and that involve children and young people on their school roll. Notifications are also received from Thames Valley Police through Operation Encompass. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

Child Sexual Exploitation (CSE)

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

Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

School will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children’s Social Care if there is a concern that a child or young person may be at risk of sexual exploitation. School may also consult with the Children’s Specialist Support Exploitation Team if required.

The Designated Safeguarding Lead will attend the Exploitation and Missing Risk Assessment Conference (EMRAC) meeting if a child from the school is being discussed as a result of a completed risk assessment tool.

County Lines and Child Criminal Exploitation (CCE)

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines with pupils are missing episodes, change in friendships and unexplained gifts. Procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

When children present with risk indicators that could be associated to criminal exploitation, school will complete a Criminal Exploitation Risk Assessment Toolkit and refer to Children's Social Care. School may also consult with the Children's Specialist Support Exploitation Team if required.

The Designated Safeguarding Lead will attend the Bracknell Forest Exploitation Risk Assessment meeting, if requested to do so.

Serious Violence

Staff are aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime, such as increased absence from school, a change in friendships, a significant decline in performance, unexplained injuries or gifts.

If staff become concerned that a pupil is involved in serious violence, staff will take immediate action and follow our safeguarding and child protection policy.

Extremism and Radicalisation

In the government guidance for England's "Keeping Children Safe in Education", radicalisation is defined as 'the process by which a person comes to support terrorism and forms of extremism' (DfE, 2019).

There is no place for extremist views of any kind in our school, whether from internal sources (pupils, staff or governors), or external sources (school community, external agencies or individuals). We strive to ensure our pupils see the 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 children 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 pupils. Therefore, we offer a broad and balanced curriculum, delivered by skilled professionals.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our behaviour and equality policies for pupils and the code of conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school fully understands its duties under the Counter Terrorism and Border Security Act (2019) and the 'Prevent Duty'. Meadow Vale will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

'Honour'-Based Abuse

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as appropriately.

Staff know to pass on any 'Honour'-Based Abuse' concerns to the Designated Safeguarding Lead and all staff know there is a different process for concerns around Female Genital Mutilation.

Female Genital Mutilation (FGM)

At Meadow Vale Primary School we have a mandatory duty to report concerns we have about girls thought to be at risk of FGM to the police; we will also notify Children's Social Care.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

The Designated Safeguarding Lead will make appropriate and timely referrals to the Police and Social Care if FGM is suspected or disclosed. In these cases, parents/carers will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

Forced Marriage

A forced marriage is when someone is made to marry another person who they don't want to. A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights.

Forced marriage is against the law in the UK and any concern that a child or young person may be being forced into marriage will be responded to as a Child Protection concern and referred to Children's Social Care.

Consensual and non-consensual sharing of indecent images and/or videos (also known as sexting or youth produced sexual imagery)

'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written message

'Sexting' is illegal and can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress. By sending an inappropriate image, a young person is producing and distributing indecent images of a child and risks being prosecuted, even if the picture is taken and shared with their permission.

Meadow Vale Primary School has due regard for the Government's guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (December 2020).

The school will ensure that the risks associated with this issue are discussed with children on a regular basis as part of the curriculum around e-safety.

Where the school becomes aware of 'sexting' that has occurred and involves a child or children from the school, parents/carers will be notified, and Children's Social Care contacted where appropriate.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Through an effective whole school approach to online safety, we

protect and educate pupils and staff in their use of technology and have established mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The governing board will regularly review the effectiveness of the school IT filters and monitoring systems, ensuring staff understand and manage the systems effectively and escalate concerns appropriately.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users, for example, peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If any pupils or staff are identified at risk, this will be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The school will communicate regularly with parents/carers about what we have in place to safeguard pupils online whilst at school. As part of the school's curriculum, we will reinforce the importance of children being safe online away from school.

Further information is contained within the E-safety policy. This includes how online safety is considered whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and parental engagement.

Child-on-Child Abuse

All staff at Meadow Vale Primary School are aware that children can abuse their peers including, bullying, abuse in intimate personal relationships between children, physical abuse, sexual abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting, initiation/hazing type violence and rituals.

The school has due regard for the DfE document "Sexual violence and sexual harassment between children in schools and colleges", which has now been merged in to "Keeping Children Safe in Education" (September 2022) and the term child-on-child is now used.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in

the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment

Meadow Vale Primary School is clear that sexual abuse, violence and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up. The law is in place to protect our children/young people rather than to criminalise them.

Through the PSHE curriculum, the school delivers a programme of sessions to challenge this issue. These include:

- Healthy and respectful relationships
- What respectful behaviour looks like
- Consent
- Gender roles, stereotyping, equality
- Body confidence and self-esteem
- Prejudiced behaviour

Where the school becomes aware of any instances of sexual abuse, violence and/or harassment (inside/outside of school) this will be dealt with appropriately including a risk assessment and as appropriate informing: Social Care, Police and Parents/Carers.

Fabricated or Induced Illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their main carer and which is attributed by the adult to another cause.

There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
- Exaggeration of symptoms/real problems; this may lead to unnecessary investigations, treatment and/or special equipment being provided
- Induction of illness by a variety of means

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

In cases of suspected Fabricated or Induced Illness Meadow Vale Primary School will work closely with other agencies to ensure information is shared appropriately and in a timely manner.

Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care.

Mental Health

Staff 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, staff will take immediate action and follow our safeguarding and child protection policy

Children with Special Educational Needs

Meadow Vale Primary School recognise that children with special educational needs and/or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Our Safeguarding Lead (and/or Deputy) work closely with our Special Educational Needs and Disabilities Coordinator (SENCO) to safeguard children with Special Educational Needs.

We recognise that children with emotional and behavioural difficulties and disabilities are statistically most vulnerable to abuse. In managing children with complex and multiple disabilities and/or emotional and behavioural problems we are particularly sensitive to indicators of abuse. We recognise that behaviour, mood and injury may relate to possible abuse and not just a child's special needs.

At Meadow Vale Primary School, we recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. In managing children with complex and multiple disabilities and/or emotional and behavioural problems we are particularly sensitive to indicators of abuse. We recognise that behaviour, mood and injury may relate to possible abuse and not just a child's SEN or Disability.

We recognise that there is a greater risk of peer group isolation and disproportionate impact of bullying among children with SEND, in particular for those children with reduced communication. As a school we strive to ensure any such issues are dealt with at the earliest opportunity and that these matters are dealt with proactively through the PSHE curriculum.

As part of the PSHE curriculum, staff will teach children personal safety skills in accordance with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

Where necessary to support children with communication difficulties, the school will provide additional training to staff on different communication strategies.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

SECTION 4: PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks for all staff and volunteers are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2022) and the Local Authority's Safer Recruitment Toolkit (accessible on Can Do).

The school will consider digital screening of all potential new staff in accordance with Safer Recruitment.

At Meadow Vale Primary School, the members of that staff have undertaken Safer Recruitment training are:

Catherine Forrester
Ian Freeman
Gaynor Styer

Any allegation made against a member of staff will be reported straight away to the Headteacher or Principal. In cases where the Headteacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors (See Allegations Flow Chart Appendix A.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.

The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or where there are concerns about the practice of a staff member.

The Headteacher or Chair of Governors will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Headteacher or Chair of Governors will not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to safeguarding and child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Schools Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and online world) with all children, especially those with a disability or who are vulnerable.

The school will adhere to the its low level concerns policy where there may be a concern regarding a member of staff, supply staff, volunteer or contract when:

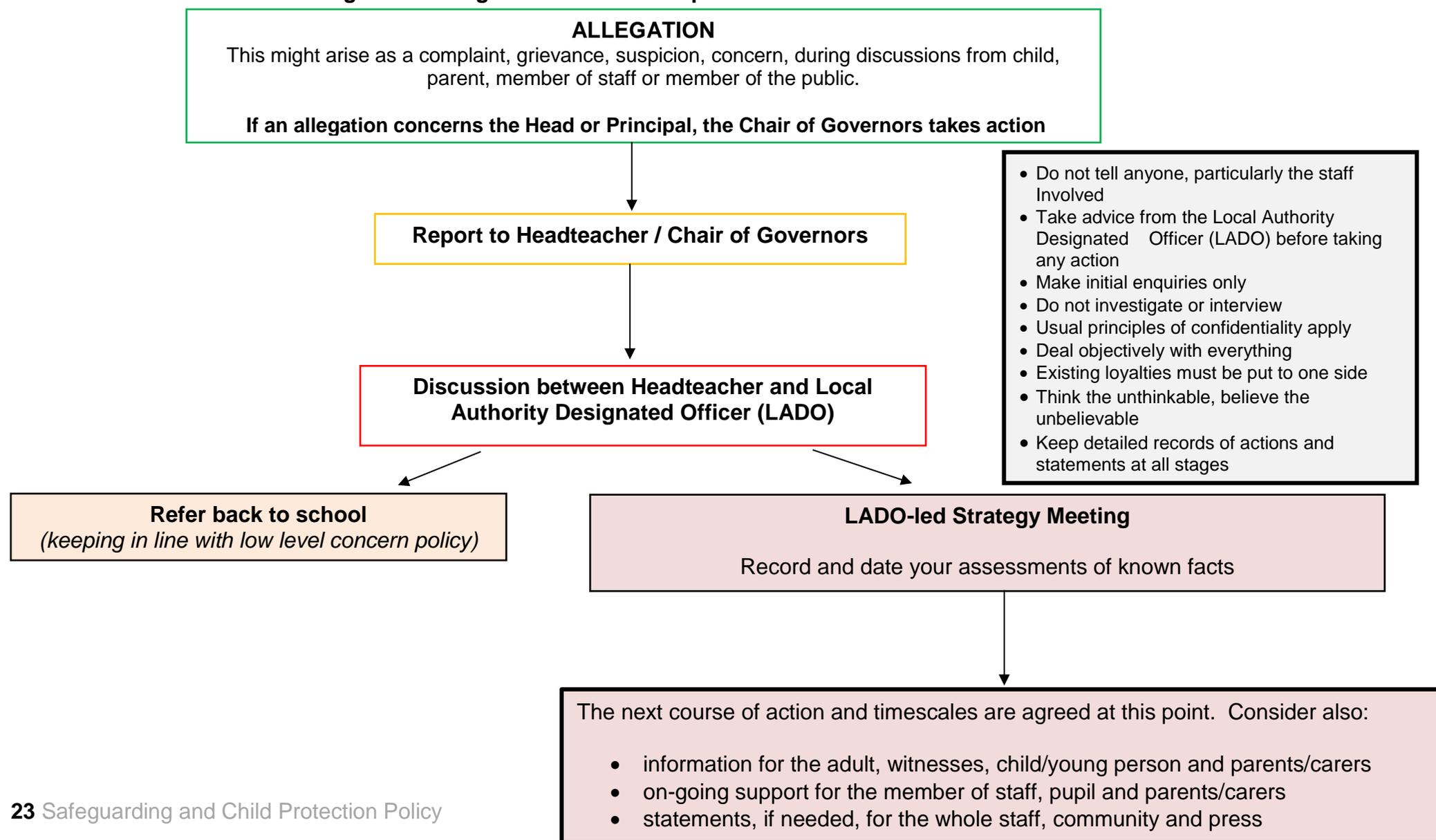
- The concern may be inconsistent with the staff code of conduct.
- The concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny and will put in place appropriate whistleblowing procedures (see the school's whistleblowing policy).

Managing safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

All staff must know how to recognise an allegation and who to report to.



Abuse and Neglect (extracted from Keeping Children Safe in Education (2022))

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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 in education and all staff should be aware of it and of their school or college's 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Linked policies and documents

- Acceptable use agreement
- Attendance policy
- Behaviour policy
- Children missing from education policy and procedures
- Complaints procedure
- DSL job description
- Equalities policy
- Health and safety policy and other linked policies and risk assessments, including first aid
- ICT acceptable use policy
- Information governance/data protection policy
- Low level concerns policy
- Medical conditions & administration of medicines policy
- Mobile phone policy
- Offsite activities and educational visits policy and risk assessments
- Online safety policy
- Personal & intimate care policy
- Physical education and sports guidance
- Positive handling and physical intervention policy and guidance
- Premises inspection checklist
- PSHE policy
- Relationships and sex education policy
- Special educational needs and disabilities policy
- Staff code of conduct/behaviour policy
- Staff disciplinary policy and procedures/disciplinary rules
- Whistleblowing policy

Appendix D

Specific Safeguarding Issues (this is not an exhaustive list, please refer to Keeping Children Safe in Education)

Bullying including cyber bullying
Child abduction and community safety incidents
Child Sexual Exploitation (CSE)
Child Criminal Exploitation (CCE)
Children and the court system
Children missing from Education
Children of substance misusing parents/carers
County lines
Domestic abuse
Substance abuse
Fabricated or induced illness
Children with family members in prison
Faith abuse
Female Genital Mutilation (FGM)
Forced Marriage Gangs and Youth Violence
Gang Activity
Gender based violence/violence against women and girls (VAWG)
Hate crime
Mental health
Homelessness
Health and well-being
So called 'Honour-based' abuse
Child-on-Child abuse
Consensual and non-consensual sharing of indecent images/nude/semi-nude images/videos
Sexual violence and sexual harassment between children in schools
Private fostering
Preventing radicalisation (The Prevent Duty)
Online abuse including indecent images/nude/semi-nude images/videos
Teenage relationship abuse
Trafficking
Missing children and vulnerable adults
Child sexual abuse within the family
Poor parenting, particularly in relation to babies and young children
Serious violence
Cyber crime

Links to Further Guidance

Berkshire Child Protection Procedures – <http://berks.proceduresonline.com/>

Bracknell Forest Safeguarding Board – [Bracknell Forest Safeguarding Board](#)

Bracknell Forest Threshold Guidance [Microsoft Word - BF Childrens Thresholds Guidance Feb 2021.docx \(bracknellforestsafeguarding.org.uk\)](#)

DfE Keeping Children Safe in Education (September 2022)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

DfE Teaching Online safety in Schools (June 2019)
[DfE external document template \(publishing.service.gov.uk\)](#)

DfE harmful online challenges and hoaxes [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](#)

Home Office Criminal Exploitation of children and vulnerable adults: County Lines guidance (Sep 2018)
[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](#)

Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) –
[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](#)

NSPCC Harmful Sexual Behaviour Framework <https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

Prevent Duty Guidance and Advice for schools and childcare providers
<https://www.gov.uk/government/publications/prevent-duty-guidance>

Serious Violence Home Office Strategy <https://www.gov.uk/government/publications/serious-violence-strategy>

Special educational needs and disability code of practice: 0 to 25 years
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

UKCCIS Education for a Connected World (2020)
[Education for a Connected World \(publishing.service.gov.uk\)](#)

UKCCIS Guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) -
[Stat guidance template \(publishing.service.gov.uk\)](#)

Working Together to Safeguard Children (July 2018) [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](#)