Reading Girls' School

Safeguarding Policy

Author: Kimika Gardner
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Purpose of the Policy

At Reading Girls' School we are committed to safeguarding our students and we expect everyone who works in our school to share this commitment.
Adults in our school take all welfare concerns seriously and encourage all students to communicate any concerns that they may have. We will always act in the best interest of the student.
We take great pride in encouraging all of our students to feel part of, and to contribute positively to fundamental British values. Students at Reading Girls' School are given support and guidance in terms of:
- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faith and beliefs.

As a multi-cultural school, we are committed to the development of community cohesion and the prevention of extremism and radicalisation, both within our school's physical boundaries and within our local, national and global environments. The local police are positively encouraged to work in partnership with the school and children are encouraged to see the police officers as positive role models and our community partners. We are also committed to respond to community concerns or local disturbances, if concerns are raised with school staff.

To further safeguard our students, the school is committed to complying with the expectations regarding Safer Recruitment in Education. Key members of staff have completed a Safer Recruitment course and all interview panels include at least one person who has successfully completed the above course. An aspect of this is to ensure that the school's Single Central Register is kept up to date including the completion of all Disclosure and Barring Service (DBS) checks.

The Child Protection Policy is a section of the School's overriding Safeguarding Policy. There is a range of other safeguarding policies which should be read in conjunction with this and this includes the E-Safety Policy; Radicalisation and Extremism Policy, Code of Conduct for staff.

Mission Statement

We will ensure that the school has a positive ethos at all times, students are explicitly about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Every child will feel safe, secure and listened to. Staff and volunteers are made aware of the necessity to flag any concerns that they may have. All staff understand that in 'exceptional circumstances' they may report concerns directly to Social Care.

Designated Safeguarding Leads

Designated Lead	Kimika Gardner
Deputy Leads	Debbie Hargrave
	Parminder Grewal
	Steve Price
Principal	Jon Gargan
Reading Girls' School Safeguarding Email	safeguarding@readinggirlsschool.net

Designated Safeguarding Lead Governor	Bob Kenwrick
LADO[1]	Akualma Murray
LADO Email	akualma.murray@reading.gov.uk

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' March 2015, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2016.

1.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that all adults, including temporary staff[2], volunteers and governors, have a full and active part to play in protecting our students from harm; the welfare of all students is our paramount concern. Adults in our school take all welfare concerns seriously and encourage students to talk to us about any that they may have. We will always act in the best interest of the child.

1.4 At Reading Girls' School we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of each student. Students are explicitly about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

1.5 The aims of this policy are:

1.5.1 To support the student's development in ways that will foster security, confidence and independence.

1.5.2 To provide an environment in which students feel safe, secure, valued, respected, and feel confident. Students are encouraged to approach adults if they are in difficulties, with the belief that they will be effectively listened to.

1.5.3 To raise the awareness of all teaching and support staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2).

1.5.4 To provide a systematic means of monitoring students who are known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support packages for those students.

1.5.5 To emphasise the need for good levels of communication between all members of staff.

1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

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[1] Local Authority Designated Officer for allegations against staff

[2] Wherever the word "staff" is used, it covers all staff on site, including ancillary supply and self-employed staff, contractors, governors and volunteers working with our students.

1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check (according to guidance)[3]; a single central record is kept for audit.

2.0 Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy together with a staff behaviour (code of conduct) policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- a senior leader has Designated Safeguarding Lead (DSL) responsibility on appointment, the DSLs undertake interagency training and also undertake DSL 'new to role' and an 'update' course every 2 years
- all other staff have safeguarding training updated as appropriate but at least annually to provide them with relevant skills and knowledge to safeguard students effectively
- any weaknesses in Child Protection are remedied immediately
- a member of the Governing Body is, usually the Chair, is nominated to liaise with the Local Authority (LA) on Child Protection issues and in the event of an allegation of abuse made against the Principal
- Child Protection policies and procedures are reviewed annually and the Child Protection policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through explicit delivery as a part of the pastoral programme and personal development days.

2.1.2 Enhanced DBS checks are in place for all Governors.

2.1.3 The Lead DSL is Kimika Gardner. The Deputy Designated Safeguarding Leads are Mrs P Grewal, Mrs D Hargrave and Mr S Price. These Officers have undertaken the relevant training, and, upon appointment will undertake 'DSL new to role' training followed by biannual updates.

2.1.4 The DSL's who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training (currently on-line), to be renewed every 5 years.

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[3] Guidance regarding DBS checks updated Aug 2016 by Disclosure and Barring Service and Home Office.

2.1.5 All members of staff and volunteers are provided with Child Protection awareness training, informing them of school processes and systems, so that it is clear who to discuss concerns with and how to record them.

2.1.6 All members of staff are trained in and receive regular updates in e-safety and reporting concerns.

2.1.7 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.

2.1.8 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of Safeguarding training.

2.1.9 All temporary/supply/visiting staff will be given an information leaflet regarding child protection upon arrival at the school.

2.1.10 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it on our website.

2.1.11 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.

2.1.12 Community users organising activities for children are aware of the school's Child Protection guidelines and procedures.

2.1.13 We will ensure that Child Protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found not suitable to work with children will be notified to the DBS[4] for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

2.2 Our procedures will be regularly reviewed and up-dated.

2.3 The name of the designated members of staff for Safeguarding will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

2.4 All new members of staff will be given a copy of our safeguarding statement and Child Protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.

2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

3.0 Responsibilities

3.1 The designated DSL and deputies are responsible for:

3.1.1 Referring a child if there are concerns about possible abuse, to Reading Children's Services through the Children's Single Point of Access and Multi Agency Safeguarding Hub (MASH) referral system and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, via the electronic form, following a telephone call, if initial advice was sought.

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[4] The LADO will still be contacted for guidance in any case.

3.1.2   Keeping electronic written records on CPOMS[5] and the Google Drive (restricted access) of concerns about a student even if there is no need to make an immediate referral.

3.1.3   Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the student's 25th birthday and are copied on to the student's next school or college.

3.1.4   Ensuring that an indication of the existence of the additional file in 3.1.3, above, is marked on the student records.

3.1.5   Liaising with other agencies and professionals.

3.1.6   Ensuring that either they or the relevant staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.

3.1.7   Ensuring that any student currently with a child protection plan who is absent in the educational setting without explanation for two days or more is referred to their key worker's Social Care Team.

3.1.8   Organising Child Protection induction, and update training every 3 years, for all school staff.

3.1.9   Providing, with the Principal, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

4.0 Supporting Children

4.1   We recognise that a student who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

4.2   We recognise that the school may provide the only stability in the lives of students who have been abused or who are at risk of harm.

4.3   We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.4   Our school will support all students by:

4.4.1   Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

4.4.2   Promoting a caring, safe and positive environment within the school.

4.4.3   Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.4.4   Notifying Social Care as soon as there is a significant concern.

4.4.5   Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the student's new setting and ensuring the school medical records are forwarded as a matter of priority.

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[5] Safeguarding and Child Protection Software for Schools.

4.5   Children and young people with special educational needs and disabilities (SEND) can face additional safeguarding challenges because:

   4.5.1   There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
   4.5.2   Children with SEND can be disproportionally impacted by things like bullying without outwardly showing any signs.
   4.5.3   Difficulties may arise in overcoming communication barriers.

At Reading Girls' School we identify students who might need more support to be kept safe or to keep themselves safe by following our SEND policy.

5.0   Confidentiality

5.1   We recognise that all matters relating to Child Protection are confidential.

5.2   The Principal or DSLs will disclose any information about a student to other members of staff on a need to know basis only[6].

5.3   All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

5.4   All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

5.5   We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Reading Children's Services Duty Team on this point.

6.0   Supporting Staff

6.1   We recognise that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

6.2   We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

7.0   Allegations against Staff

7.1   All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

7.2   All Staff should be aware of the school's Behaviour Management policy.

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[6] Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008 (archived)

7.3   Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction[7].

7.4   We understand that a student may make an allegation against a member of staff.

7.5   If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Principal.

7.6   The Principal on all such occasions will discuss the content of the allegation with the LADO.

7.7   If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Principal first.

7.8   The school will follow its policy and procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation.

7.9   Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal may seek the advice of the LADO and Personnel Consultant in making this decision.

7.10   In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as in 7.8, above.

7.11   We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

8.0   Allegations against other pupils

8.1   We understand that occasionally, allegations may be made against students by their peers.

8.2   All such allegations of a safeguarding nature (physical abuse, emotional abuse, sexual abuse and sexual exploitation) should be reported to the DSL using the student disclosure email account.

8.3   Examples of safeguarding issues against a student are logged on CPOMS.

8.4   If there is any danger of physical, emotional or sexual harm to any student/s, the perpetrator/s and victim/s must be kept in separate areas and away from each other. Call for assistance of the leadership duty team through the school office, or via the SIMS alert button.

8.5   Staff should not attempt to investigate the allegation themselves but instead follow the schools safeguarding procedure.

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[7] Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website.

8.6   The DSL will decide if social services or the police need to be contacted to discuss the case.

8.7   The DSL will follow through the outcomes of the discussion and make a social services referral, where appropriate.

8.8   Where neither social services nor the police need to be involved, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures.

8.9   On occasion, some students may be coming back into school following a period in custody or they have experienced serious abuse themselves.

8.10   These students will have an individual support plan set up by the DSL to ensure that other students are kept safe and they themselves are not laid open to malicious allegations.

8.11   The DSL will decide whether such an individual requires a personalised timetable for a period of time.

9.0   Whistle-blowing

9.1   We recognise that students cannot be expected to raise concerns in an environment where a   member of staff fails to do so.

9.2   All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

9.3   Whistle-blowing relating to the Principal should be made to the Chair of the Governing Body, whose contact details are readily available to staff.
The NSPCC whistleblowing helpline is available for staff members who do not feel that they are able to raise concerns regarding Child Protection failures internally. Staff can call 0800 028 0285 – this line is available from 8.00 am to 8.00 pm, Monday to Friday and email: help@nspcc.org.uk.

9.0   Physical Intervention

10.1   We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2   Such events should be recorded and signed by a witness.

10.3   Staff who are likely to need to use physical intervention will be appropriately trained in the *Positive Options* technique.

10.4   We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Child Protection or disciplinary procedures.

10.5   We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary[8].

11.0   Anti-Bullying

11.1   Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of all known bullying incidents.

11.2   All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied or victims of child abuse.

12.0   Racist Incidents

12.1   Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures. We keep a record of racist incidents and data I shared with the Governing Body on a termly basis.

13.0   Prevention

13.1   We recognise that the school plays a significant part in the prevention of harm to our students by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2   The school community will therefore:

13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week and asking children to report how they feel at breaks and lunch times.

13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

13.2.4 Include safeguarding across the curriculum - including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, e- safety, road safety, pedestrian and cycle training. Also focused work with Year 6 students to prepare them for transition to secondary school and more personal safety/independent travel.

13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

13.2.6 Ensure safeguarding of students who are vulnerable to extremism. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both

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[8] Guidance on *Safer Working Practices* is available on the DfE website.

locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

13.2.7 Reading Girls' School values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

13.2.8 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Reading Girls' School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

13.2.9 Reading Girls' School seeks to protect our students against the messages of all violent extremism including, but not restricted to, those linked to religious ideologies, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Definitions of radicalisation, extremism and indicators of vulnerability to radicalisation are in Appendix Four.

14.0   Private Fostering

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

14.2   A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

14.3   Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

14.4   Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

14.5   At Reading Girls' School, we have a mandatory duty to report to the local authority where we are aware or suspect that a child is subject to a private fostering arrangement. Although we have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

14.6   School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

14.7   On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

15.0   Children Missing in Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

15.1   School will request an annual contact sheet to be filled in and returned by all students to ensure records are up to date; parents/carers are also requested to inform us of any changes promptly.

15.2   A minimum of three contact numbers for family members including parent/carer are requested and will be saved on SIMS, in case of emergency.

15.3   School will make home visits for persistent absentees when communication is not received from parent/carer stating reason for absence.

15.4   Any safeguarding concerns following a home visit will be passed on to the safeguarding team as part of the protocol.

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

15.5.1   In response to the guidance in Keeping Children Safe in Education (2016) 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 students off-roll when they:
    i.   leave school to be home educated;
    ii. move away from the school's location;
    iii. remain medically unfit beyond compulsory school age;

        iv.   are in custody for four months or more (and will not return to school afterwards);

        v.   or they are permanently excluded.

15.6   We will ensure that students who are expected to attend the school, but fail to take up the place will be referred to the local authority.

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

16.0   Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both physically within the school environment, and for example in relation to internet use; when away from the school and when undertaking school trips or visits.

17.0   Monitoring and Evaluation

Our Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with students and staff
- Student surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Scrutiny of GB minutes
- SLT and the GB will monitoring the logging of bullying/racist/behaviour incidents
- Monitor and review parental concerns
- Parent surveys and questionnaires
- Review of the use of Internal Exclusions Room

18.0   Further References

This policy also links to our policies or documents on:

- Behaviour
- Staff Behaviour Policy/Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental Concerns
- Attendance
- Curriculum
- SMSC/PSHE
- Extremism and Radicalisation
- Teaching and Learning
- Administration of Medicines
- Physical Intervention
- E-Safety, Including Staff use of Mobile Phones
- Risk Assessment

- Recruitment and Selection
- Child Sexual Exploitation
- Intimate Care
- Volunteer Policy
- Special Educational Needs and Disability Policy

Our policies have been cross-referenced with the UNICEF Children's Charter.

Article 2 (non-discrimination), Article 3 (best interests of the child), Article 6 (life, survival and development), Article 9 (separation from parents), Article 12 (respect for the views of the child), Article 13 (freedom of expression), Article 19 (protection from violence, abuse and neglect), Article 20 (children unable to live with their family), Article 22 (refugee children), Article 23 (children with a disability), Article 24 (health and health services), Article 25 (review of treatment in care), Article 33 (drug abuse), Article 34 (sexual exploitation), Article 36 (other forms of exploitation) and Article 39 (recovery from trauma and reintegration).

Appendices

Appendix One - Recognising Signs of Child Abuse

Signs and Symptoms of Abuse and Neglect
(Keeping Children Safe in Education September 2016)

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. They may be abused by an adult or adults or another child or children.

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

Physical abuse is 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.

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries.

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Being a scape-goat within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others.

Recognising Signs of Sexual Abuse

Sexual abuse is forcing or enticing a young person to take part in sexual activities, including non-contact activities and grooming.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by young People
The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Child Sexual Exploitation
Statutory definition of Child Sexual Exploitation

Child Sexual Exploitation (CSE) 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. CSE does not always involve physical contact; it can also occur through the use of technology.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations hanging out with groups of older people, or anti-social groups, or with other vulnerable peers associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Legislation

Sexual Offense Act 2003

In 2011, the DFE published Tackling Child Sexual Exploitation: Action Plan and the Home Office published a strategy to end violence against women and girls.

Minor amendment to Working together to Safeguard Children, 16th February 2017, included an updated definition of Child Sexual Exploitation.

Response

Young victims may need intensive multi-agency support to mitigate the long-term damage inflicted by this abuse. Relevant referrals will be made as required such as to the specialist NSPCC, Protect and Respect Service. The NSPCC Protect and Respect service is open to all young people, both boys and girls, aged 11-19 years who have been affected by, or are vulnerable to CSE. Referral criteria are based on concerns which indicate CSE such as truanting; going missing; sexually explicit texting; gang association; and disclosures or rumours of abuse. The service also specifically supports young people who have been separated or trafficked for sexual exploitation either within the UK, or into the UK from overseas.

All concerns must be passed on to a DSL and the Reading Girls' School Child Protection policy will be followed in these cases.

For further information:

www.nspcc.org.uk
www.ceop.police.uk
www.thinkuknow.co.uk

Recognising Neglect

Neglect is persistent failure to meet a child's physical and/or physiological needs.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents/carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Appendix Two - Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

A forced marriage is where one or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

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 wages or not giving any money) can also be a factor.

Legislation

The Anti-Social Behaviour, Crime and Policing Act 2014 makes Forced Marriage a criminal offence. – http://www.legislation.gov.uk/ukpga/2014/12/contents/enacted

Risk factors and signs that may be indicators of forced marriage are as follows:

- A student who appears anxious, depressed and emotionally withdrawn with low self-esteem and lack of peer relationships
- Students who may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia
- Students who may also present with a sudden decline in their performance, aspirations or motivation
- Students who have older siblings who have been subject to forced marriage.

Response

If concerns are raised with regards to forced marriage, these will be investigated by a DSL and relevant referrals will be made as necessary. The student will be referred for help and support as required and encouraged to access appropriate advice, information and support. This must be treated as a Child Protection case and all relevant procedures must be followed.

For further information:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35530/forced-marriage-guidelines09.pdf

Appendix Three - Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 - Clitoridectomy – partial/total removal of clitoris
- Type 2 - Excision – partial/total removal of clitoris and labia minora
- Type 3 - Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 - All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour

- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' Rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay.**

Response:

Any student who has been affected by FGM will be referred, with their consent, for appropriate medical help, counselling and local and national support groups. This will be treated as a Child Protection case and all relevant procedures must be followed.

For further information:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf - for staff.

Appendix Four - Sexting and Pornography

Sexting

Sexting is defined as images or videos that are generated by children under the age of 18 years, or of children under the age of 18 years that are of a sexual nature or are indecent.

Legislation

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales) and highlights that young people who are involved in taking or sharing sexual pictures or videos may be committing a criminal offense. Under this legislation, it is a crime to:

- possess, distribute, show and make indecent images of children
- the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety13. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

Impact

The social and psychological effects on young people involved in sexting can be enormous and our preventative education through our pastoral provision regarding the risks, implications and consequences of their actions and what to do if students are concerned is our first line of defence.

Response

The school's Child Protection policy will be followed for all reported cases and relevant referrals will be made as necessary by the DSL. Advice and guidance will also be given to other students and their families if they have been impacted in any way directly or indirectly by sexting.

Further information:
www.Thinkuknow.co.uk/teachers
www.ceop.police.uk/safety-centre

Pornography
Legislation

- Obscene Publications Acts 1959 and 1964
- The Criminal Justice and Immigration Act 2008, section 63-67
- The Protection of Children Act 1978
- Section 160 of the Criminal Justice Act 1988

Description from the Crown Prosecution Service

It is a serious criminal offence to be in possession of child (under the age of 18) pornography or material that depicts acts which threaten a person's life or could result in serious injury, is extremely offensive, disgusting or otherwise obscene.

Impact

A significant proportion of children and young people have access to pornography or are exposed to it through magazines and books but the internet is now the dominant method of accessing pornographic pictures and videos. Pornography has been linked to risky behaviour in young people and maladaptive attitudes in relationships and these can lead to various negative outcomes for young people.

Response

Reading Girls' School places an emphasis on the importance of developing healthy, respectful, positive relationships and this will be encouraged in all areas of school life and experience. It is important that we continue to deliver effective relationship and sex education within the life of the school in a cross curricular way. It is also vital that parents understand their responsibilities affording greater awareness and protection at home on all electronic devices.

At Reading Girls' School we are committed to working with families to ensure that we can help build resilience in our students and strengthen the relationships which will help them to make good decisions.

Concerns regarding young people and pornography should be referred to the DSL. They will be investigated and dealt with in-line with our Safeguarding policy and Behaviour policy.

Appendix Five - Screening, Searching and Confiscation

Legislation

The following legislations relate to this area:

- Education Act 1996
- Education and Inspections Act 2006
- The Schools Regulations 2012
- The School behaviour Regulations 2012
- Health and Safety at Work Act 1974

School staff can search a student for any item if the student agrees. The Principal, and other authorised staff, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- alcohol
- Illegal drugs
- stolen items
- tobacco, cigarette papers and smoking related paraphernalia
- fireworks

- pornographic material
- any article that has been or is likely to be used to commit an offence and/or to cause personal injury to, or damage to the property of, any person
- and any other item which is banned by school rules.

Authorised school staff can seize any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

Where any of these items are discovered in a search, they must never be returned to the pupil. Any weapons/items which are evidence of an offense, suspected stolen goods or drugs must be passed onto the police with the relevant information. Tobacco, alcohol and fireworks will be destroyed by the school.

Pornographic material will be destroyed by the school or passed on to the police if it is considered to constitute a specific offense such as extreme or child pornography.

Searches will be carried out on the school premises, where staff have lawful control or charge of the pupil such as on educational visits. All searches will be carried out by an authorised member of staff in the presence of the student and with another member of staff present. A pupil can be required to remove outer clothing and all areas that the student has control over such as lockers, mobile phones and bags can also be searched. Parents will not be informed before a search is completed and their consent will not be sought. Reasonable force can be used where necessary when conducting a search for items mentioned above except for the 'any other items banned by school rules'.

Electronic devices

Electronic devices can be searched for data or files if there is good reason to believe that there is inappropriate material on the device. These searches will be carried out by the ICT department at the request of a DSL and under their supervision. Any images or videos can be kept as evidence but they must not be reproduced or saved to another device. Parents will be informed where inappropriate items have been found following a search and appropriate sanctions will be established in line with the behaviour policy.

The school will confiscate, retain or dispose of this property as appropriate as described above and will not seek consent from the student or parents in this matter.

Reading Girls' School can require students to undergo screening by walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and can do so without the consent of students or their parents. The school may also require pupils to undergo testing to assess the presence/use of drugs.

If a student refuses to be screened, the school may refuse them access to the premises under the Health and Safety legislation. The student must comply with the school rules and any absence would be treated as unauthorised.

Complaints about screening, searching and/or confiscation would be dealt with through the normal school complaints procedure.

Appendix Six - Extremism and Radicalisation (See separate policy on Prevent)

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the DSL. The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that students understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

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

Appendix Seven - Peer on Peer Abuse

Peer on peer abuse is most likely to include but not limited to:

- bullying (including cyber bullying)
- gender based violence
- sexual assaults and sexting

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. Abuse is abuse and should never be passed off as "banter" or "part of growing up".

Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger pupil or a more vulnerable
- pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student.

At Reading Girls' School we will support the victims of peer on peer abuse by following the school safeguarding procedure.

Appendix Eight - So-Called Honour Based Violence (HBV)

So-called 'honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Any incident of so called HBV will be dealt with as a safeguarding concern and the safeguarding procedures will be followed by all staff.

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD

Designated Safeguarding Lead (DSL):

Kimika Gardner

Deputy DSLs:

Debbie Hargrave
Parminder Grewal
Steve Price

Link Governor:

Bob Kenwrick

Log concern on CPOMS and DSLs will be alerted.

The Local Authority Designated Officer (LADO) for concerns about adults is:

Akualma Murray

Contact details:

akualma.murray@reading.gov.uk

Serious concerns should be reported to a DSL immediately and then logged on CPOMS.

DSL reviews concern and makes a decision about next steps.

Monitor

Discuss

Refer

Decision made to monitor the concern and relevant staff should feedback via CPOMS.

Decision made to discuss the concern informally with the parents/carers.

Decision made to refer the concern to social care without informing parents/carers via Children's Single Point of Access.

Monitor

Once discussed with parents DSL makes a decision about next steps.

Refer

Decision is made by the DSL to refer the concern to social care following the discussion with parents, via Children's Single Point of Access.

Record

Record

Contact Details
Social Care Referrals:

0118 937 3641
ChildrensSinglePointofAccess@reading.gcsx.gov.uk

Prevent/Channel Referrals:

Prevent - Tristan Khezrzadeh
tristan.khezrzadeh@thamesvalley.pnn.police.uk

Channel - Shaun Greenough
Shaun.Greenough@thamesvalley.pnn.police.uk

DSL records actions on CPOMS.

In exceptional circumstances, anyone may report concerns directly to children's social care.

NSPCC Whistleblowing Helpline 0800 028 0285