Birch Hill Primary School

Safeguarding and Child Protection Policy

Published: September 2023

Next Review Date: August 2024

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INTRODUCTION

1 Policy Statement

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

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

We shall strive to achieve this by addressing current legislation (and any amendments to the same), policies and guidance surrounding the protection of children in England and will incorporate:

- The revised Keeping Children Safe in Education (KCSIE): Statutory guidance for schools and colleges September 2023.
- Be read alongside the statutory guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (KCSIE) September 2023.
- In recognition that Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board (BFSB) expectations.
- Consideration of the Human Rights Act 1998, The Children Act 1989 (and 2004 amendment), The Equality Act 2010, Public Sector Equality Duty, statutory guidance on the Prevent duty and female genital mutilation when making individual decisions about pupils.
- Reflects our whole school approach and commitment to safeguarding and child protection.
- Clear procedures to support safeguarding and child protection.
- The underpinning of other relevant policies including attendance, behaviour, staff code of conduct, online safety, low-level concerns, whistleblowing, and our formal complaints procedure (see appendix C).

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).

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 responsibly to support pupils holistically and providing a safe environment in which they can learn.

This policy is publicly available via our website and is reviewed annually (as a minimum) and will be kept up to date throughout the year, as required.

> *Signed by Headteacher: **Michael Dillon***
> *Signed by Chair of Governors: **Stephen Weeks***

2 Roles and Responsibilities

All staff (including governors) are required to:

- Be able to identify who the head teacher, the Designated Safeguarding Lead (DSL), the safeguarding and child protection governor and the chair of governor is.
- Contribute to providing a safe environment where our pupils can learn and flourish.
- Contribute to supporting the pupils' best outcomes.
- Recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect our pupils.
- Contribute to the preventative and safeguarding education embedding throughout our curriculum.
- Respond in accordance with our zero-tolerance approach to any sexual violence and sexual harassment, and to any indirect or direct discrimination of any kind.
- Be aware of indicators of the different forms of abuse and neglect, and any other safeguarding issues that are prevalent at a local, contextual, or national scale at the time.
- Respond to safeguarding and child protection concerns promptly, and in line with the procedures outlined in this policy and local child protection procedures, ensuring quality and secure record keeping and effective collaboration with other agencies.

All staff who work directly with pupils will read and understand Part 1 and Annex B of KCSIE 2023 guidance. This also applies to the governing body. Staff who do not work directly with pupils will read and understand part 1 or annex A of this guidance. All staff will read and understand our staff code of conduct.

The Designated Safeguarding Lead (DSL) will take lead responsibility for safeguarding and child protection (including online safety and our systems for filtering and monitoring on school devices and school networks to keep pupils safe online). The full responsibilities of the DSL are set out in their job description, but this includes:

- Making sure all staff are aware how to raise safeguarding concerns.
- Ensuring all staff understand the symptoms of child abuse and neglect.
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- A good understanding of local, contextual, and national safeguarding issues including child-on-child abuse, harmful sexual behaviour and the local response and support available to support all pupils involved in sexual violence and sexual harassment.
- Taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so.
- Monitoring pupils on the safeguarding list, including those who are receiving early help, a child protection plan, child in need plan and a child looked after.
- Contributing to the assessment of pupils.
- Keeping the headteacher informed of any safeguarding issues arising.

The DSL is supported by the Deputy Designated Safeguarding Lead(s) (DDSL) and the DDSL(s) will fulfil the role of DSL in their absence.

The Governing Body

The governing body fully recognises its responsibilities that they have in keeping pupils safe, this is set out in KCSIE (2023) and in the Governance Handbook. In summary this includes:

- The safeguarding policies and procedures in our school are effective and comply with current legislation.
- All staff understand their roles and responsibilities and are able to discharge them.
- The board has sufficient knowledge and capacity to fulfil its safeguarding responsibilities.
- A safeguarding governor is appointed to take leadership responsibility for safeguarding arrangements in their school. Employees of the school, therefore, *should not* take up this role, nor should associate board members.

In addition, our governors will:

- Read and understand KCSIE (2023) in its entirety. This is because the governing board as a whole is responsible for safeguarding, and making sure our policies, procedures and training are compliant. Governors need to be familiar with KCSIE (2023) in order to monitor our school effectively and this statutory guidance is updated annually.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness and in line with DfE's filtering and monitoring standards and cyber security standards.
- Ensure an annual report is presented to the full governing body. This will include a section 11 self-assessment audit of safeguarding arrangements for the school.

- Seek assurances the provider regarding keeping children safe in out-of-school settings.

Training

The school will raise staff awareness and incorporate signs of abuse, neglect, specific safeguarding issues and online safety, including filtering and monitoring into briefings, staff induction training, and ongoing development training to all staff and governors.

Universal Safeguarding Training for all staff will take place every three years, formally by an external approved provider but safeguarding training and awareness will take place regularly and at least annually throughout the academic year. This will include dissemination of key information from the DSL and DDSL(s), such as from DSL network meetings and briefings. Staff will complete and keep up to date with other key safeguarding training including, Prevent, Female Genital Mutilation (FGM) and Safer Recruitment.

The DSL and DDSL(s) will have undertaken, as a minimum, the 'Targeted Designated Safeguarding Lead Training' by an external approved provider. This will be updated every two years in accordance with guidance. Our governors will complete the Safeguarding for Governors every three years, prevent and safer recruitment training.

3   Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Michael Dillon	Headteacher Birch Hill Primary School (01344) 455815
Deputy Designated Safeguarding Lead (DDSL)	Karen Cameron – Deputy Head Della Payne – Family Support Advisor	Birch Hill Primary School (01344) 455815
Members of staff who have also received the Designated Person training	Michael Dillon Karen Cameron Della Payne	head@birchhillprimaryschool.co.uk dpayne@birchhillprimaryschool.co.uk secretary@birchhillprimaryschool.co.uk
Chair of Governors	Stephen Weeks	governor@birchhillprimaryschool.co.uk
Nominated Safeguarding and Child Protection Governor	Jane Newman	governor@birchhillprimaryschool.co.uk
Special Educational Needs and Disabilities Lead (SENCO)	Helen McAllister	SEND@birchhillprimaryschool.co.uk
Local Authority Designated Officer (LADO)	Alison Small	lado@bracknell-forest.gov.uk 01344 351572
Children's Social Care – for reporting concerns	MASH	mash@bracknell-forest.gov.uk 01344 352005
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Prevent		preventreferralsbracknell@thamesvalley.pnn.police.uk https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0
Bracknell Forest Safeguarding Board (BFSB)		Bracknell Forest Safeguarding Board
Bracknell Forest Council Education Safeguarding Team		safeguarding.ourschools@bracknell-forest.gov.uk 01344 354078
Virtual School		virtual.school@bracknell-forest.gov.uk 01344 352777

Make Safe		makesafe@bracknell-forest.gov.uk 01344352020

4   Procedures

Our procedures are in accordance with the relevant statutory guidance including:
- KCSIE (2023)
- Working Together to Safeguard Children (2018)
- The Prevent Duty
- The Berkshire LSCB Child Protection Procedures

To support our safeguarding and child protection procedures the key contacts information on page 7 will be regularly communicated to our pupils, staff, parents/carers and governors.

Procedures in this policy are supported by other school policies (appendix D) and our approach to safeguarding of **"it could happen here".** Our ethos is child-centred, and decisions are made in the best interests of the child.

In all cases, if staff are unsure, they should always speak to the DSL, DDSL(s)

Our commitment to safeguarding our pupils and supporting our staff in their safeguarding responsibility applies during the school day, before and after school activities (on or off school site), and when our school facilities are used by another provider, such as a football coach.

Activities directly run under the supervision or management of school staff, the school's arrangements for safeguarding and child protection as written in this policy apply.

Where services or activities are provided separately by another body, the governing body will seek assurances that the provider concerned meets the requirements of keeping children safe in out-of-school settings, that they have appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the school on these matters where appropriate. This will be included in a lease/licence or hire agreement, and any failure to comply would lead to termination of the agreement. If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

5   Confidentiality and Information Sharing

We recognise that the Data Protection Act (DPA) 2018 and UK GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe and that timely information sharing is essential to effective safeguarding.

We will ensure that our confidentiality protocols are in line with the following guidance: [Information sharing: advice for practitioners (publishing.service.gov.uk)](#)

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 records, they will refer the request to the DSL or Headteacher.

We will ensure that the information is only disclosed on a 'need to know' basis, including Domestic Abuse notifications.

Record Keeping

We will keep accurate, written records of all concerns about pupils (noting the date, location, details of the incident, actions taken, decisions reached and the outcome).
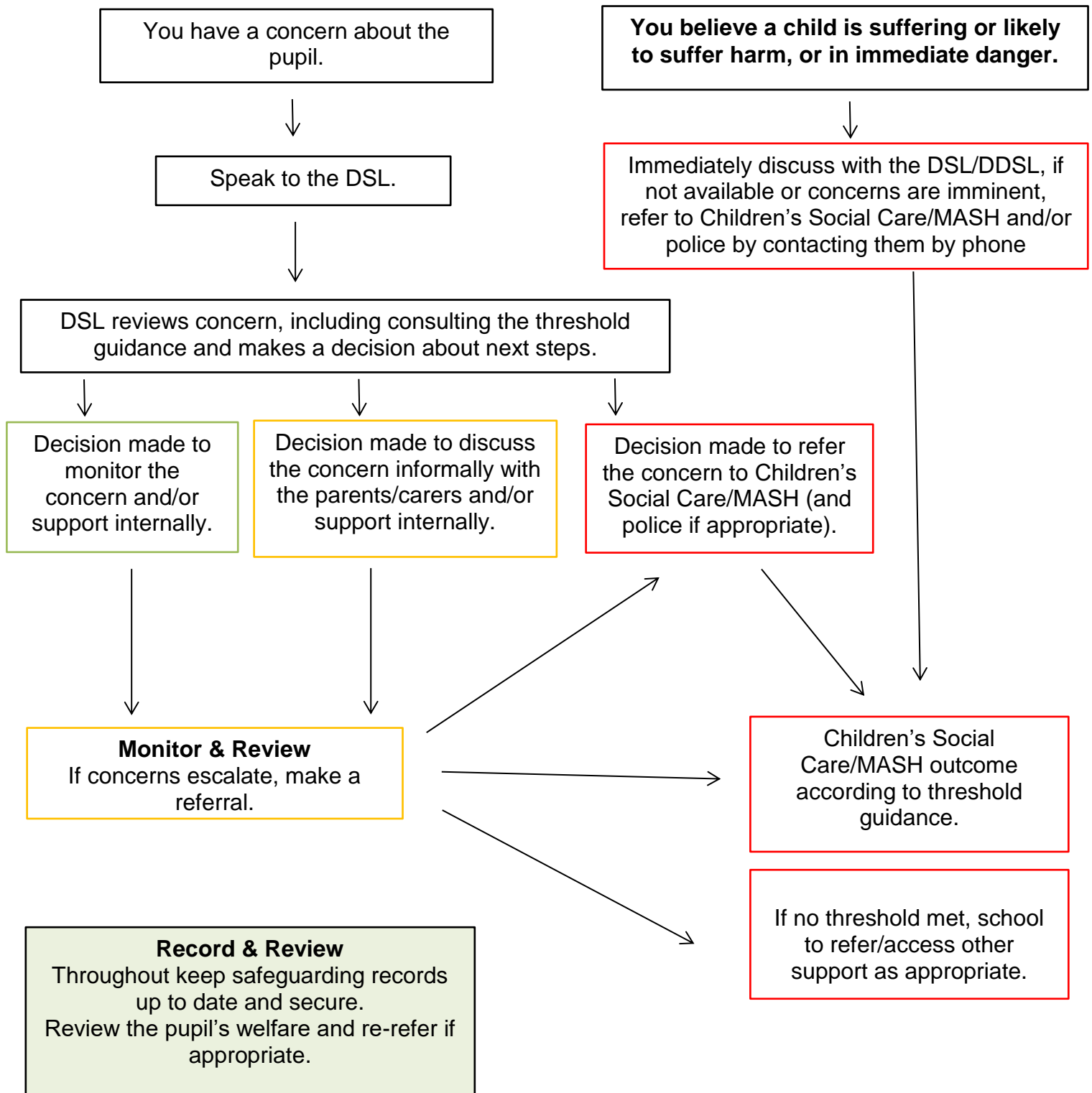
We use CPOMs to log all Safeguarding concerns.

We will ensure concerns and referral records are kept securely, in a separate child protection file for each child.

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 securely and separately from the main pupil file, and a confirmation receipt will be obtained.

6   Procedure for when you are concerned about a pupil.

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 take action and act immediately and appropriately if they have any concerns about a child.

You have a concern about the pupil.

You believe a child is suffering or likely to suffer harm, or in immediate danger.

Speak to the DSL.

Immediately discuss with the DSL/DDSL, if not available or concerns are imminent, refer to Children's Social Care/MASH and/or police by contacting them by phone

DSL reviews concern, including consulting the threshold guidance and makes a decision about next steps.

Decision made to monitor the concern and/or support internally.

Decision made to discuss the concern informally with the parents/carers and/or support internally.

Decision made to refer the concern to Children's Social Care/MASH (and police if appropriate).

Monitor & Review
If concerns escalate, make a referral.

Children's Social Care/MASH outcome according to threshold guidance.

If no threshold met, school to refer/access other support as appropriate.

Record & Review
Throughout keep safeguarding records up to date and secure.
Review the pupil's welfare and re-refer if appropriate.

7   Procedure for FGM, Radicalisation and Mental Health

There is an FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). FGM is illegal in the UK and a form of child abuse.

The Prevent Duty (under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015)) requires schools to have due to regard to those who may be susceptible to being drawn into terrorism, extremist ideology, and racialisation.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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.

FGM	Radicalisation	Mental Health
If you discover that FGM has taken place, or a pupil is at risk of FGM **any teacher must immediately report this to the police.** Following this, contact will then be made to Children's Social Care. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate. **Any other member of staff** who discovers that an act of FGM appears to have been carried out they must speak to the DSL and follow our local safeguarding procedure. **Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.	If there is an immediate threat, call 999. If you have concerns that a pupil may be at risk of radicalisation, discuss this with the DSL immediately. This may then include making a Prevent referral preventreferralsbracknell@thamesvalley.pnn.police.uk. For further information visit Preventing violent extremism	Bracknell Forest Council (bracknell-forest.gov.uk) And/or contact justin.whitlock@bracknell-forest.gov.uk for further advice.	If you have a mental health concern about a pupil that is also a safeguarding concern and/or the wider safeguarding concern is further impacting on the pupil's mental health, follow the process on page 10. If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

8 Child-on-Child Abuse

Our zero-tolerance approach to any form of child-on-child abuse is supported by our pastoral curriculum, PSHE curriculum, behaviour & Anti-Bullying policy.

All staff recognise that children can abuse their peers (both online and offline) 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.

If a concern is raised relating to the nudes/semi nudes, we will respond in accordance with [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)](https://www.gov.uk)

We recognise that some groups are potentially more at risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk. Pupils with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers and we offer additional support for these pupils, this includes:

Trusted adults in Class teachers, and Teaching Assistants, Play Therapy, Family Support Advisor.

Safeguarding concerns involving pupils with SEND will require close liaison with the DSL and/or DDSL

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

We will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. We are clear that sexual abuse, violence and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Procedure for child-on-child abuse

We will follow the procedure on page 10, but we will ensure in all cases:
- The DSL is informed.
- Our response to child-on-child abuse will be immediate and supportive for all involved, and we will work key agencies if appropriate to mitigate any further risks (such as; parents/carers, Police, Children's Social Care).
- We will reassure victims that they are taken seriously and will be supported and kept safe.
- A risk assessment if appropriate will be created for all involved.

9   Online Safety

Our approach to online safety is based on addressing the four categories of risk:

1. **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism.
2. **Contact** – being subjected to harmful online interaction with other users, such as 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.
3. **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as 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
4. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

Online Safety Procedure

- If staff have safeguarding concerns linked with online safety and/or filtering and monitoring, they must report these to the DSL promptly.
- This will then be recorded appropriately on our pupil recording system (CPOMs) and online safety and filtering and monitoring log.

This is supported by:
- The DSL, SLT, Governors, and IT provider have a lead role in the effectiveness of our filtering and monitoring but this is supported by our whole school community.
- We have robust processes (including filtering and monitoring systems).
- We protect and educate the whole school community in its responsible and safe use of technology, including mobile and smart technology.
- We set clear guidelines for the use of mobile phones for the whole school community.
- We establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- We regularly reviewing our filtering and monitoring systems (at least annually).
- Meeting the filtering and monitoring standards Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)
- Meeting the cyber security standards Cyber security training for school staff - NCSC.GOV.UK
- Staff training (at induction and throughout the year) on online safety, safeguarding issues linked to the online world and filtering and monitoring.
- Online safety education for staff, pupils and parents/carers.
- We communicate to our parents/carers on online safety and filtering and monitoring.

10 Other important procedures

Attendance

We will closely monitor the attendance of all our pupils, but specifically those pupils with additional vulnerability factors. We will monitor attendance in a continuum for example, those that absent from school, persistently absent and those that missing in education.

For more information see our attendance policy

https://www.birchhillprimaryschool.co.uk/page/?title=School+Policies+and+other+Documents&pid=18

We will closely with Bracknell Forest Education Welfare Service regarding attendance.

When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance.

Exploitation

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of child abuse and if we suspect a pupil is being exploited, we will respond immediately which can include:

- Contacting the Police and/or Children's Social Care
- Completing the exploitation tool and sending this to the Bracknell Forest Make Safe Team (this is accessible under the 'Downloadable Resources' on the Safeguarding our Schools Can Do Page)

Critical Incidents, including a child death

In the event of a critical incident, we will take immediate action which will include contacting the Bracknell Forest MASH team, to ensure an appropriate, multi-agency response. If we are aware of a child death (whether expected or unexpected), we will contact the MASH team and respond in line with the Child Death Overview Panel | Bracknell Forest Council (bracknell-forest.gov.uk) and Child Death Overview Panel - schools bereavement pack (bracknell-forest.gov.uk).

11 Working Together

We will take an active role and work collaboratively with key agencies regarding child protection, safeguarding, education and welfare matters, including attendance and providing written reports at child protection conferences and core groups.

Local key agencies include:
- Safeguarding our Schools Team
- Education Welfare Service
- Youth Justice Team
- Bracknell Forest Multi-Agency Safeguarding Hub
- Children's Social Care
- Alternate Provision Providers
- SEMH Inclusion Team
- BFC Special Education Needs Department
- Virtual School
- The Make Safe Team
- The Police
- LADO
- Child and Adolescent Mental Health Services (CAMHS)

For those pupils who have a social worker, we will notify Children's Social Care if:

- An exclusion is a possible next step.
- If there are unauthorised absence or missing education where there are known safeguarding risks.
- There is a change in the pupil's behaviour and/or circumstances that raises safeguarding concerns.
- The provision in place requires review.

The statutory duty of the Virtual School is to promote the educational achievement of children looked after and previously looked after. As a school, we will work collaboratively with the Virtual School to improve the educational outcomes (monitoring attainment, attendance and progress and ensuring the Personal Education Planning meetings take place) for these pupils. We will work with the Virtual School and partners to raise the attainment and aspirations of children who have or have had a social worker previously. We will communicate in a timely manner with the Virtual School regarding attendance concerns, including if a fixed term exclusion is a possible next step.

School will be 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).

We will follow Resolving Professional Difference of Opinion and Escalation policy as necessary https://proceduresonline.com/berks/bracknell/p_conflict_res.html, to ensure we can learn and understand the decision-making process of other agencies as well as challenge sensitively to ensure our pupil's welfare and safety is paramount.

Communication with Parents/Carers

We will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection.
- Undertake appropriate discussion with parents/carers, including 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.
- Regularly communicate key safeguarding education relevant to parents/carers, including how to support their child in being safe at school, in the community and online. We will also make them aware of our filtering and monitoring systems.

12 Safer Recruitment, low-level concerns, and allegations against staff

We will operate safer recruitment practices including ensuring appropriate DBS, identity checks and reference checks for all staff and volunteers are undertaken according to the government statutory guidance in part three and part four of KCSIE (2023) and the **Local Authority's Safer Recruitment Toolkit**.

One member of staff on the recruitment panel will have completed safer recruitment training and the school will consider digital screening of all potential new staff at the shortlisting stage in accordance with Safer Recruitment.

We will adhere to the School Low Level Concerns policy where there may be a concern regarding a member of staff, supply staff, volunteer, or contractor 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 purpose of this low level concerns policy is to embed a culture of openness, trust, and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

If we are in any doubt as to whether the information which has been shared about a member of staff conduct, low-level concern or whether this meets the harm threshold, we will consult with Bracknell Forest Council Schools HR and the LADO as appropriate.

We will ensure that all staff read and understand our staff code of conduct, low level concerns policies and whistleblowing policy.

Low-level concerns and allegations against staff will be recorded securely and will be managed confidentially, and on a need-to-know basis only. Any Low-Level Concerns should be reported to the Headteacher.

All staff and volunteers will be 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, is via school devises and platforms only and that communication is transparent and takes place within clear and explicit professional boundaries and are open to scrutiny.

13 Procedure for managing safeguarding concerns and allegations made about staff, including supply teachers, volunteers, contractors and out-of-school setting providers.

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

ALLEGATION
This might arise as a complaint, grievance, suspicion, concern, during discussions from child, parent, member of staff or member of the public.

If an allegation concerns the Headteacher, the Chair of Governors takes action

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Report to Headteacher / Chair of Governors

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Discussion between Headteacher and Local Authority Designated Officer (LADO)

- Do not tell anyone, particularly the staff involved.
- Take advice from the Local Authority Designated Officer (LADO) before taking any action.
- Make initial enquiries only.
- Do not investigate or interview.
- Usual principles of confidentiality apply.
- Deal objectively with everything.
- Existing loyalties must be put to one side.
- Think the unthinkable, believe the unbelievable.
- Keep detailed records of actions and statements at all stages.

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Refer back to school
(keeping in line with low level concern policy)

Referral form to LADO

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The next course of action and timescales are agreed at this point. Consider also:

- information for the adult, witnesses, child/young person and parents/carers
- on-going support for the member of staff, pupil and parents/carers
- statements, if needed, for the whole staff, community and press

NSPCC Whistleblowing Helpline 0800 028 0285

Abuse and Neglect (extracted from Keeping Children Safe in Education (2023)

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 are aware that child sexual and child criminal exploitation are forms of child abuse.

Linked policies (this is not intended to be an exhaustive list):

- Attendance policy
- Behaviour policy
- Children absent from education policy and procedures
- Complaints procedure
- Equalities policy
- Health and safety policy and other linked policies and risk assessments, including first aid
- Information governance/data protection policy
- Low level concerns policy
- Medical conditions & administration of medicines policy
- Mobile phone and smart technology policy
- Offsite activities and educational visits policy and risk assessments
- Online safety policy (including filtering and monitoring)
- 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
- Safer Recruitment
- Special educational needs and disabilities policy
- Staff code of conduct/behaviour policy
- Staff disciplinary policy and procedures/disciplinary rules
- Whistleblowing policy

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

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
Formal complaint policy
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

17 Appendix D

Links to Further Guidance:

Governance Handbook 2020 (publishing.service.gov.uk)

Behaviour in schools guidance (publishing.service.gov.uk)

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 2023) Keeping children safe in education 2023 (publishing.service.gov.uk)

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)

Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)

Keeping children safe: code of practice (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

Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk)

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

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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 improve school attendance - GOV.UK (www.gov.uk)

Working Together to Safeguard Children (July 2018) Working Together to Safeguard Children 2018 (publishing.service.gov.uk)