



Safeguarding Policy and Child Protection Policy

Related policies & publications

Working Together to Safeguard Children 2018

Royal Borough of Windsor and Maidenhead Procedures 2022

Keeping Children Safe in Education 2023

Whilst Windsor Learning Partnership made every effort to ensure that the information in this document is accurate and up to date, changes in legislation or good practice guidance can be made at any time.

If errors are brought to our attention, we will correct them as soon as practicable.

Safeguarding and Child Protection Policy

Governors' Committee Responsible	Safeguarding
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Chair of Trustees	Paul Cash
Reviewed and adopted by LGB	October 2023
Chair of LGB	L. Toulorge

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Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Education provision, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18. Any services that a child is receiving before their 18th birthday will continue after their 18th birthday until adult care and support services are in place.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Significant Information

SPA: 01628 683150

OUT OF HOURS: 01344 786543

MASH@achievingforchildren.org.uk

[RBWM - Concerned about a child?](#)

LADO: 07774 332675

lado@achievingforchildren.org.uk

RBWM children's social care services:

01753 683870

Slough children's social care services:

01753 477321

Safeguarding Policy Statement

This Policy sets out how the trust partnership of the Windsor Learning Partnership is carrying out its statutory responsibility to safeguarding and promote the welfare of children in accordance with Section 175 of the Education Act 2002, and the Education, Independent school standards for academies and post 16 providers under the Regulations 2014 and non-maintained special schools (England) regulations 2015.

The safeguarding Policy applies to ALL staff (Teaching and non-teaching), governors, volunteers, temporary and supply staff working in Education Dedworth Middle School. The policy applies at all times where pupils are attending school activities on or off of the campus.

This Policy will be reviewed annually by the governing body and is in line with the requirements of Working Together (DFE 2018), Keeping Children Safe in Education 2023 inspecting safeguarding in early years, education and skills setting. (Ofsted 2021)

This Policy is made available to parents via the school website [School Policies | Dedworth Middle School](#)

Safeguarding Policy ratified by the governing body and trust partnership.

Safeguarding Policy

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. This policy relates to all children between the ages of 0-18, whose care and education comes within the remit of education provision. (We will also apply the principles of this policy to all students who are over the age of 18). All children regardless of age, gender, race, ability, sexuality, religion, beliefs, or language have a right to be protected from harm.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is of paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role in making it safe and secure. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness and mutual respect that encourages children to talk to us, and feel confident that they will be listened to. We recognise that the culture we create has an important impact on children both during the day at school and afterwards, into adult life.

We are vigilant and alert to signs of abuse and potential harm and follow our procedures to ensure that all children in our school receive effective support and protection. This includes an attitude of 'it could happen here' where safeguarding is concerned.

We ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out our obligations in the education provision prospectus. This policy is made available to parents on request and published on the education provider name website (*insert link*).

Key contact details

Designated Safeguarding Lead DSL	Mark Cross
Deputy Designated safeguarding Lead DDSL add as required for your school	Emma Galloway Nicola Chandler Clare O'Donnell
Headteacher	Nicola Chandler

Designated Teacher for Looked After Children and Previously Looked After Children	Mark Cross
First Aiders / School Nurse	Kim Lumley
SENDCO	Alice Scholz
Attendance Lead	Mark Cross
Safeguarding Governor	Carol Watkins
Chair of Governors	Louise Toulorge

Local Authority (contacts according to the home address)

Royal Borough of Windsor and Maidenhead	<p>All referrals for children and young people living in the Royal borough should be sent to: MASH@achievingforchildren.org.uk Or you can call 01628 683150</p> <p>A link to the Safeguarding referral form can be found here: https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/concerned-about-a-child</p>
Schools Link Police Officer	<p>Angela Ferrucci 101 (999 if immediate risk of harm)</p>
LADO:	<p>07774 332675 lado@achievingforchildren.org.uk</p>
RBWM children's social care	01753 683870
Slough children's social care	01753 477321

This is a core policy that forms part of the induction for all new and existing staff. It is a requirement that all members of staff sign to say they have read and understood its contents. Copies are available

through the school's policy folder on the policy page of the school [School Policies | Dedworth Middle School](#).

Aims

To identify key roles and responsibilities for all staff in relation to safeguarding, and emphasise the need for good levels of communication between all members of staff (including Designated Safeguarding Leads, behaviour leads, attendance leads and SENCo).

To provide staff with the framework to promote and safeguard the wellbeing of children, and in doing so ensure they meet their statutory responsibilities. With clear expectations on how this should be adhered to. This demonstrates our commitment to safeguarding; ensuring consistency in practice across the school that links with other relevant policies to safeguard the welfare of children; (including managing allegations and safer recruitment). This includes appropriate work around safeguarding in the curriculum.

To raise awareness of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To actively promote effective relationships with partnership agencies, particularly Achieving for Children and the Royal Borough of Windsor and Maidenhead Safeguarding Partnership.

To ensure that **ALL** staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

To ensure that parents have an understanding of the responsibilities placed on staff for child protection by setting out the duties in the school prospectus. This policy is made available upon request and is published on the school website [School Policies | Dedworth Middle School](#)

Statutory Framework, Key Statutory and Non-statutory Guidance

In order to safeguard and promote the welfare of children, Dedworth Middle School will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [Keeping Children Safe in Education 20222023](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)

- [Teachers Standards DfE 2013](#)
- [Inspecting safeguarding in early years education and skills standards 2021](#)
- [Equality Act 2010 and Public Sector Equality Duty](#)

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse.

Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse, including low level concerns.

We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties and this policy.

We will ensure that all staff read and understand:

- Dedworth Middle School's Safeguarding and Child Protection policy
- Dedworth Middle School's online safeguarding policy
- Keeping Children Safe in Education (2023) [Part One] and school leaders and staff that work directly with children will also read Annex B
- The Trustees may decide that for some roles should read additional parts of the guidance e.g. colleagues involved in safer recruitment administration including the maintenance of the single central record should read Part Three of KCSIE
- Dedworth Middle School's code of conduct
- Dedworth Middle School Behaviours for Learning Policy.
- The school's guidance on low-level concerns (this may be a stand alone policy or included within another policy e.g. Code of Conduct)

We will ensure that all staff are aware of:

- The safeguarding response to children who go missing from education
- The role of the Designated Safeguarding Lead
- The identity of Dedworth Middle School's Designated Safeguarding Lead and Deputies
- The additional vulnerabilities of children who are looked after/previously looked after, children with Special Educational Needs and Disabilities and children who are young carers.

Copies of the above documents will be provided to all staff as part of the induction process.

Dedworth Middle School will publish our Safeguarding and Child Protection policy on our website and hard copies will be available on request from the school office.

The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s) will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.

Leadership and Management

The Governing Body

The Governing Body of Dedworth Middle School is collectively responsible and **must** ensure that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice, using a whole school approach to safeguarding and Child Protection. They **must** comply with the Law.

Namely to ensure that:

- They liaise with the Headteacher and or designated teachers over safeguarding matters, this is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children.
- Supporting the Headteacher and staff e.g. DSL in their role by ensuring the allocation of funding and resources is sufficient to meet current safeguarding activity through a safeguarding action plan.
- There is an Effective Safeguarding and Child Protection policy which reflects the whole school approach, with a policy and procedure for peer on peer abuse.
- A Behaviour Policy which includes measures to prevent bullying that includes prevention of cyberbullying, prejudice based and discriminatory bullying.
- A Staff Behaviour Policy sometimes referred to as the Staff Code of Conduct that includes the process for responding to low level concerns and acceptable use of technology.
- Appropriate safeguarding arrangements for children that go missing from education particularly on repeat occasions.
- The Governing Body has a nominated governor responsible for safeguarding who has undertaken appropriate training for the role. This may include deputy governors also and is dependent on size of school.
- To ensure the school is in accordance with the relevant legislation and local guidance agreed through the local safeguarding partnership arrangements put in place by the respective local authorities Royal Borough of Windsor and Maidenhead).
- To ensure children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE) and Health Education.

- School leaders report to the governing body at least three times a year in the Headteacher's report. This should include feedback on self-evaluation activity and the local authority section 11 annual review of safeguarding.
- To ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The Chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- To ensure that the governing body receive safeguarding training and the safeguarding governor attends appropriate training that guides governors in their strategic responsibilities in order to provide appropriate challenge and support for any action and to progress areas of weakness or development in the schools' safeguarding arrangements.
- The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be explicit in their job descriptions, and we will ensure that they have the time and resources to fulfil their duties.
- To ensure there are clear lines of accountability within the school's leadership for safeguarding
- To ensure the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable). We will do this by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- To ensure that staff and volunteers are properly vetted to make sure that they are safe to work with pupils who attend our school, and that the school has procedures in place to appropriately manage safeguarding allegations made against, or low level concerns involving, members of staff (including the headteacher, supply teachers, contractors and volunteer helpers)
- There is a nominated governor or the Chair that will act as case manager for dealing with allegations of abuse against the Headteacher. Allegations should be reported to the Local Authority Designated officer.
- To ensure that all staff sign to say they have read, understood and agree to work within Dedworth Middle School's safeguarding and child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education 2023 Part 1 and Annex A, as relevant to job role, and ensure that the policies are used appropriately.
- The school's governors should not be involved in details of individual cases, however, they should be provided with an anonymised report at the end of the academic year outlining the number of cases managed and other statistics relevant in the school e.g. exclusion data and children taken off roll.

The Headteacher will ensure that:

- The safeguarding and child protection policy and related policies and procedures are implemented and followed by **ALL** staff.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.

- Safeguarding is included in the curriculum and delivered across the key stages through the Relationships and Sex Education (RSE) and Health Education and Personal, Social, Health and economic education (PSHE).
- The Headteacher will liaise with the Local Authority designated officer (LADO) within 24 hours, before taking any action and then on an ongoing basis, where an allegation is made against a member of staff or volunteer.

The Designated Safeguarding Lead (DSL)

The DSL takes lead responsibility for safeguarding and child protection (including and understanding the filtering and monitoring systems in place) in Dedworth Middle School. This responsibility will not be delegated. The DSL will:

- Undertake safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- liaise with the Local Authority and refer where the threshold for harm has been met or discuss concerns arising.
- keep detailed, accurate records, either written or using appropriate online software (CPOMS), of all concerns about a child even if there is no need to make an immediate referral.
- ensure that all such records are kept confidential, stored securely.
- ensure that a copy of the safeguarding and child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy will then be shredded.
- Work within the local safeguarding partnership and Achieving for Children procedures. Will ensure that either they, or an appropriate staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents.
- Notifies Child' Social worker if a child subject to a child protection plan is absent from school without explanation.
- complete the internal school audit with the Headteacher, safeguarding governor and submit to the RBWM.

In the event of long-term absence of the DSL, the deputy will assume all of the functions above. A Deputy Designated Safeguarding Lead(s) are trained to the same standard as the DSL.

The broad areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSIE)

Safe School, Safe Staff

We will ensure that:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years

- safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken. Dedworth Middle School has a Safer Recruitment Policy, which is available as a separate document
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to Dedworth Middle School's code of conduct
- as a result of learning from a local Serious Case Review, there will be no use of alcohol by staff or pupils on school trips or at residential units
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time
- adequate risk assessments are in place including for off-site activities, after school clubs and residential trips
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education 2023, RBWM Multi Agency Safeguarding Board LADO and HR policy, procedures and guidance
- staff have the confidence, and are fully aware of how to report misconduct, including low level concerns
- all staff receive information about Dedworth Middle School's safeguarding arrangements, safeguarding statement, Staff Behaviour Policy (Code of Conduct), Safeguarding and Child Protection policy, the role and names of the DSL and their deputy(ies), and Keeping Children Safe in Education part 1 and Annex A on induction, as well as other relevant procedures such as health and safety and online safety
- all staff receive safeguarding and child protection training at induction, which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required, but at least annually
- all members of staff are trained in and receive regular updates in online safety and reporting concerns
- all staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- the safeguarding and child protection policy is made available via our school website or other means and parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and reference to it in our school's handbook

- Dedworth Middle School provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans, such as school attendance at the Early Help Resilience Network meetings
- community users organising activities for children are aware of Dedworth Middle School's safeguarding and child protection policy, guidelines and procedures
- the names of the DSL and deputy(ies) are clearly advertised in the school with a statement explaining the Dedworth Middle School's role in referring and monitoring cases of suspected abuse
- The school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children as well as explicitly telling job applicants that online searches will be done as part of due diligence checks ahead of their interview.

Alcohol in WLP schools

It is recognised that for certain school events and fundraising activities the provision or sale of alcohol to adults may be permitted. However, it is clear the safety of children is paramount in the planning and approval for such an occasion. Below are some guidelines which should be followed.

Formal permission needs to be sought from the headteacher for the sale of alcohol on the school premises on every occasion, and it must not be assumed to be given. A risk assessment must be made for every occasion.

General principles

Children should not drink (or be under the influence of alcohol) on the school premises under any circumstances, even if parents are present and would like to allow this.

Children should not be exposed to any form of heavy or excessive drinking on the part of adults. Expectations and availability of alcohol should be managed by the school.

If children are present a risk assessment must be carried out, including the arrangements for the safe supervision of those children by staff who will be deemed to be working and 'on duty.'

Any sale of alcohol for refreshment or fundraising purposes must be compliant with all aspects of the law, for example licensing laws and taxation laws. The supervision by a license holder or suitably qualified trained person would be good practice.

Schools cannot buy alcohol using ESFA funding under any circumstances. Staff cannot claim alcohol as an expense.

If the LGB chooses to operate even tighter principles than these, then the board of trustees will support the LGB in that respect.

Different events

There are three kinds of events where alcohol might want to be served as refreshment or for fundraising.

1. Events organised directly by the school, for example school plays, where the PTA run a bar.
2. Events organised wholly by the PTA, for example school fair or dinner dance.
3. Events organised as a letting, where responsibility is with the group hiring the school premises.

For type 1, a risk assessment should have a very clear limit on how much alcohol will be served to ensure that no parents become intoxicated. Children must be supervised by adults who have not been drinking at all. In the planning there should be a clear cut off point why no more alcohol be sold, for example the end of the interval.

For type 2, the risk assessment must cover all the above, but also have plans in place to ensure the safety of children. In the planning there should be a clear cut off point where all the children who might be helping must leave the site, for example after the meal is finished at a dinner dance.

For type 3, any lettings must be made aware the school's expectations and standards and must sign the sheet acknowledging their responsibility to safeguarding of children. They will not be eligible to use the school's charitable status for licensing purposes. The headteacher should assess whether any letting involving alcohol may be an unsustainable risk and not allow the event to take place.

This extension to the safeguarding policy must be reviewed annually. An evaluation of every event needs to be carried out and reported to the executive team.

All staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2023 and will sign to say they have read and understood it. The DSL and the Governing Board are required to read the whole document.

Staff Induction

All staff including new members of staff and volunteers are given level one training on child protection and appropriate health and safety training. They are familiar with the suite of safeguarding policies including the child protection policy and staff code of conduct, their training is proportionate to their role. They know how to respond to a pupil who discloses abuse and concerns will be recorded and referred to the DSL. Where the child is at immediate risk, to the police or SPA, or the relevant local authority where the child resides.

Equality, Diversity and Inclusion

The school has an EDI Policy that sets out our requirement to the public sector equality duty which is monitored annually. Our equality and diversity policy emphasises our inclusive approach and sets clear expectations around equality and diversity. We are committed to promoting equality of opportunity for every pupil and equality of access to learning through a curriculum that is free from discrimination, prejudice, harm, stereotyping, harassment, victimisation of, or any other form of discrimination. Our commitment is in accordance with the Equality Act 2010 which offers protection based on several

characteristics. RBWM provides information and services for parents where English is an additional language.

This is reflected in:

- The organisation of learning
- Our Curriculum
- Our approach to Teaching and Learning
- How we treat each other
- Age
- Sex
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Sexual orientation
- Religion and/or belief

Any form of behaviour that discriminates against individuals or groups of people based on these protected characteristics will not be tolerated. We recognise that other people experience discrimination or disadvantages because of other factors (e.g. political beliefs, employment status, language etc.)¹. We will work to minimise discrimination in our school, and this is reflected in our 'peer on peer' policy guidance.

The Policy is located in the [School Policies | Dedworth Middle School](#)

Safeguarding in the School Curriculum

The school ensures that pupils are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. In particular, the personal social, health and economic (PSHE under the Social Work Act 2017) strand of the curriculum with an emphasis on Relationships (Relationships and Sex Education). This builds confidence and resilience in pupils to ensure their protection and that of other pupils. Dedworth Middle School and define how this included e.g. family and friendships, positive self-esteem, emotional literacy, assertiveness, healthy relationships (including consent). Our policy includes e.g. attitudes and values, personal and social skills, and is

measured through knowledge and understanding through the key stages. This supports all young people to be happy, healthy, and successful and equips them for life in modern British society.

Relationships and Sex Education (RSE) and Health Education

The focus in KS2 will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Establishing personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place in our secondary phase. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of 2 children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Through our Relationships Education, and PSHE (Personal, Social and Health Education), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In KS2, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching our children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support our safeguarding of children. When teaching relationships education, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

While sex education is not compulsory within KS2 (beyond what is covered within the science curriculum), the guidance also stipulates that all primary schools should tailor their sex education to the physical and emotional maturity of the pupils. Within KS2 science curriculum, pupils are taught about life cycles; reproduction in plant and animals; and how a baby is conceived and born. In addition, we opt in PSHE lessons, to teach pupils preparedness for the changes that puberty brings, both physically and emotionally.

At Dedworth Middle School, in KS3 RSE is lifelong learning about physical, moral, and emotional development. Through RSE and PSHE (Personal, Social and Health Education), children will learn about healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, sex, sexuality, and sexual health. Our key aim in providing RSE throughout the school is to

safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. They will have the right information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. The RSE curriculum will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. 3 Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed, and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. As in KS2, KS3 Relationships Education will be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These will include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. Pupils will be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive, and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. By the end of our KS3 provision, we teach the concept of law in relationship to sex and relationships; the importance of consent; reproductive health; and the potential dangers of drugs and alcohol in the context of relationships. The effects of alcohol and drugs misuse on pregnancy is taught through science.

Safeguarding concepts are also covered during Tutor time activities to ensure that students have complete coverage. Students are made aware of processes and procedures that are in place to support their SEMH needs.

Anti – bullying

Dedworth Middle School has an anti-bullying policy which is set out in a separate document and includes all forms of bullying, including cyber bullying, prejudiced based and discriminatory bullying that can be racist, homophobic, gender related, or SEND related. We keep a detailed record of all bullying incidents that is shared and analysed by the governing body. Each school retains a log of racist bullying incidents and address the subject of bullying across the key stages in our safeguarding curriculum through PHSE education.

Child Protection Policy

Our child protection policy sets out the Dedworth Middle School's approach to dealing with any child protection concerns. It includes specific safeguarding issues including sexual violence and sexual harassment, contextual safeguarding, children missing from education (which includes attendance), child sexual exploitation, honour-based abuse (including female genital mutilation and forced marriage), prevent duty, domestic abuse, substance misuse (drugs and alcohol), serious violence including youth violence (including knife crime) and peer on peer abuse.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after by the local authority is as a result of abuse and/or neglect. We ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. We ensure that:

- Appropriate staff have the information they need in relation to a child's looked after legal status (this includes whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- Appropriate staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The Designated Safeguarding Lead for looked after children and previously looked after children is responsible for ensuring a personal education plan (PEP) is in place for each looked after child in the school and liaising with the home local authority virtual school for looked after children to ensure the highest expectations around educational attainment. This includes ensuring that the pupil premium plus for looked after children is appropriately allocated to meeting the aspirational objectives in the PEP. The designated teacher works in partnership with the designated safeguarding lead and the social work team of the home local authority around any safeguarding concerns and placement stability issues. The designated teacher receives appropriate training to undertake the role effectively.

Designated Teacher for Looked after children and previously looked after children.

"A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group."

Attendance Policy

We ensure all pupils attend school regularly and act swiftly to address any non-attendance and persistent absence in line with our attendance policy which can be found at [School Policies | Dedworth Middle School](#)

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation and can also be a sign of child criminal exploitation, including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage and other harmful practices.

We will ensure, where possible, that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance [Children missing education: statutory guidance for local authorities](#)

Drug and Alcohol Education/Managing Substance Related Incidents

As a result of our local learning through the Royal Borough of Windsor & Maidenheads Safeguarding Children's Partnership around the website Everyone's Invited in March 2021. There will be no use of alcohol by staff or students on school trips or at residential units.

For further guidance on alcohol, use the link for NICE and Public Health guidance below. This provides guidance on interventions in secondary and further education to reduce alcohol use among children and young people aged 11 to 18 and for 11 -25 with special educational needs or disabilities in full time education. It will also be relevant to children aged 11 in year 6 primary education.

[Drugs Advice for Schools](#)

[Alcohol intervention in Schools](#)

Use of Social media and Online Safety

The use of technology has become a significant component of many safeguarding issues, it often provides a platform that facilitates harm.

The school has a compliant filtering and monitoring system in place with a firewall installed. This allows the schools to prohibit certain sites pupils may try to visit on site as well as enabling us to search what pupils have been typing. A full understanding of the

expectations, applicable roles and responsibilities in relation to filtering and monitoring is understood by all the senior teams, DSL's and IT managers.

Dedworth Middle School has a whole school approach to online safety, which protects and educates pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Online safety is reflected as required in all relevant policies and is considered when planning the curriculum in all subjects.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, TikTok, Twitter, MSN, Tumblr, Snapchat, Instagram and gaming platforms.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

Dedworth Middle School's online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology, it also outlines the appropriate filtering and monitoring which takes place on school devices and school networks Dedworth Middle School follows the DfE guidance regarding teaching online safety in schools (2019) [Teaching online safety in schools](#)

Guidance on cyber security can be found at [Cyber security training for school staff - NCSC.GOV.UK](#)

Working with Parents and Carers

We work with parents and carers to raise awareness of online and digital safety, encouraging and including them to raise awareness of keeping children safe online at home.

Our IT System does all it can to filter and monitor the current systems in place, age range is taken account of and the number of pupils and IT system usage.

There is clear code of conduct for governors which includes guidance on social media presence in our schools.

Media Recordings, Audio, Image and Video (including digital files)

Media recordings are taken to capture curriculum activities and wider activities such as celebrations or festivals. We have separate guidelines that must be followed when making video recordings on our premises or as part of wider activities elsewhere e.g. school trips

- Written consent must be obtained from parents prior to any video recording on image capture published on the school website / social media or in the press.
- Staff can take media recordings to support educational aims but must follow policies, in respect sharing, distribution or publication. Media images should be taken on school equipment unless there is prior agreement with the Headteacher.
- All media recordings or images will only be stored edited or archived onto school systems and equipment unless there is prior agreement with the Headteacher.
- Pupils / Students must not take, use, share or publish or distribute media recordings of others without their consent.

http://berks.proceduresonline.com/windsor_maidenhead/p_esafety_abuse_dig_media.html

Safer Recruitment

We maintain a single central record which is reviewed regularly by the safeguarding governor. The single central record includes:

- Name, Address details, Position held, professional qualifications, prohibition from teaching check and childcare disqualification check.
- Identity check – including dates checked, right to work in the UK, disclosure and barring check, barred lists check, European Community Check, Overseas Check, and Uptake of two references.
- We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:
- The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our school / provision.

Early Help

Dedworth Middle School works with partner agencies to support a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency arrangements with Achieving for Children Early Help Services.

Pupils with Special Educational Needs and Disabilities

Pupils with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being proportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers

To address these additional challenges our school /college does consider extra pastoral support for pupils with SEN and disabilities. The special education needs co-ordinator works closely with the designated safeguarding lead and medicines in schools lead to ensure vulnerable pupils are safeguarded.

Physical intervention

Dedworth Middle School follows the DfE's guidance on reasonable force. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Staff who are likely to need to use physical intervention will be appropriately trained and it will be explicit in their job specification.

All incidents involving physical intervention will be recorded.

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.

Intimate Care

The Intimate Care Policy has been developed to safeguard Children and Staff and is in accordance with the Equality Act 2010. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries when providing intimate care to children. Intimate care can be defined as any care which involves washing, touching or involving a process of personal care. Some pupils may be unable to, due to their developmental stage, physical challenges or other special needs e.g. continence, menstrual management, washing, toileting or dressing. Pupils have intimate care written into their Education Health Care Plans (EHP) as required. We treat all pupils with dignity and respect for privacy.

- Staff are trained in intimate care, and health and safety that involves moving and handling children and young people.

- Staff should recognise best practice in infection control, including the need for disposable gloves and aprons where appropriate.
- Where there is no EHCP, parents will be informed on the same day if their child has had an intimate care incident e.g. wetting or soiling and this is communicated confidentially to parents in person or through a school letter
- Individual staff members will inform another member of staff if they are assisting a pupil with intimate care needs alone.
- Child Protection procedures will be adhered to, and we recognise that pupils with special educational needs are vulnerable to all types of abuse.
- Staff will work in close partnership with parents /carers and other professionals to ensure continuity of care.

Exclusions Policy

Only the Headteacher or acting headteacher can exclude a pupil from school. The Headteacher will inform the governing body and the local authority of:

- Permanent exclusion, including when a fixed term exclusion is made permanent.
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term.
- For permanent exclusion, if the pupil lives outside the Local area in which the school is located. The Headteacher will inform the pupils 'home authority' of the exclusion and the reason for it without delay.
- Decisions regarding exclusions will consider special educational needs.



Exclusions
Policy.docx

Governing Body

The governing body will consider reinstatement of an excluded pupil within 15 days of receiving notice of the exclusion if:

- The exclusion is permanent.
- It is a fixed term exclusion which is more than 15 school days in a term.

Within 14 days of receipt of request, the governing body will provide the secretary of state and the Local Authority with information about any exclusions in the last 12 months.

For Fixed – period exclusions of more than five school days, the governing body will arrange suitable full time education for the pupil. This provision will commence as soon as practical and will begin no later than the 6th day of exclusion.

Alternative Provision

Where schools contract with an alternative provider, the school continues to be responsible for safeguarding. When alternative arrangements are made parents must be made aware of the provision, who the child will report to on the first day of school and opening and closing times. Please see the link below for further information from Achieving for Children Education Inclusion Support Service (EISS).

RBWM Inclusion and Access Manager – Rosie Gossage

rosie.gossage@achievingforchildren.org.uk

07704 300093

Child on Child Abuse

Our school understands that children can abuse other children and it can take many forms. It can happen both inside and outside of school /college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports and this is included in our child protection policy. Child on Child abuse should be recorded on CPOMs.

This can include but is not limited to:

- bullying including cyber bullying,
- physical abuse (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- prejudiced based and discriminatory bullying,
- abuse within intimate relationships,
- sexual harassment,
- sharing of nudes and semi nudes images and or videos causing someone to engage in sexual activity without consent e.g. forcing someone to strip,
- Upskirting, which is a criminal offence,
- initiation, hazing type incidents.

Dedworth Middle School does not tolerate any form of abuse and will not allow any such behaviour to be passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the designated safeguarding lead should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Health and Safety

Site and Premises Security and Site Safety (including fire risk assessment, fire drills, and first aid)

Under the Health and Safety at Work Act 1974, the school employer has overall responsibility for health and safety and must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises. The governing body is the employer in voluntary aided and foundation schools and the academy trust is the employer in academy schools. The proprietor, board of trustees or equivalent is the employer in independent private or fee-paying schools.

All visitors to our site are checked in relation to the purpose of their visit, the level of supervision required on site, to ensure safe working practice in our school e.g. external contractors.



WLP Health and
Safety Policy[75].pdf

Extended School and Off-Site Arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.
- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place, and that the policy applies at all times.
- Where our pupils stay with host families abroad (for example, as part of a language exchange) the school will ensure that all available local safeguarding checks are carried out, compliant with the laws and regulations in force in the host jurisdiction. Parents will be informed of the extent of these checks to enable them to make a decision about whether their child should participate.

[Sports, clubs and other activities](#)

Supporting Staff Working in Difficult Situations

We recognise that staff working in the school who have become involved with a safeguarding or child protection matter may find it distressing and upsetting. We ensure clear management oversight of work by senior leaders and we will ensure appropriate support in relation to their work.

We provide further support for staff as necessary through a supervision process where they can discuss their worries with their line manager or other appropriate member of staff and they can seek further support as appropriate. This could include:

- A work related stress assessment undertaken by their line manager, or the Achieving for Children Education Service can be contacted for specific mental health support or risk assessment.
- Referral to occupational health for maintained schools.
- In the event of a violent incident, the violence and aggression at work policy and internal risk assessment should be followed.

Coronavirus (COVID-19) Risks

Public health advice to minimise coronavirus (COVID-19) risks is provided to our school and we comply with health and safety law in order to minimise coronavirus (COVID-19) risks, we assess risks and put in place proportionate control measures. Our school thoroughly reviews health and safety risk assessments and has plans to minimise risk. Achieving for Children Education services provides our school with updated guidance as soon as available. School Covid-19 management plans and risk assessments can be found on the website.

[COVID-19](#)

[What parents and carers need to know about early years providers, and schools. Covid 19 guidance](#)

Managing Allegations

All staff are familiar with the provisions procedures for managing allegations against staff and volunteers (including governors/trustees), including 'low level' concerns, and the provision follows the local authority managing allegations policy.

- An allegation about a member of staff or a volunteer should be brought to the immediate attention of the Headteacher.
- An allegation about the Headteacher should be brought to the immediate attention of the chair of governors.
- Allegations can be brought directly to the attention of the local authority duty office (LADO Services).

All concerns should be recorded, and a chronology of concerns kept by the case manager (Headteacher or chair of governors). We ensure parents are clear about how to raise a concern about a member of staff, volunteer or a pupil (e.g. details on school website, letters to parents, parent induction meetings).

The Headteacher (allegation against a member of staff or volunteer) or chair of governors (allegation against the headteacher) should ensure a timely response, and as case manager, maintain oversight of allegations, including oversight of LADO referrals and ensure a timely response to any allegations raised. We will always take advice from the LADO.

[RBWM - Allegations against Staff and Volunteers](#)

Whistleblowing

The Windsor Learning Partnership has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

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, poor or unsafe practice and potential failures in the school's safeguarding arrangements. In the first instance this should be raised with the Headteacher, the DSL or the chair of governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

Anyone can raise concerns externally with RBWM MASH or the Police.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 or email: help@nspcc.org.uk

Whistleblowing@ofsted.gov.uk

Procedures for Uncollected Children

In the event of a child not being collected at the end of the school day, every effort should be made by the school to contact the parents and emergency contacts, ensuring a minimum of 2 numbers. In the event that contact with parents and emergency contacts cannot be established and the child remains uncollected, the police should be contacted.

If non-collection or late collection is a regular occurrence, early help should be offered by the school in the first instance through a formal meeting with parents. If the situation does not improve a referral to the MASH service may be considered if a wider picture of neglect is emerging. The child protection policy should be followed in such an event.

Medicines in School/Supporting Pupils with Medical Conditions

This school is an inclusive community that welcomes and supports pupils with medical conditions. We provide all pupils with any medical condition the same opportunities as others at school. All staff understand the medical conditions that affect pupils at this school. Staff receive training on the impact medical conditions can have on pupils. Further information can be found in our 'First Aid & Medical Conditions Policy and Procedures' and is located in the policies folder on the school website

It is important that the lead for medicines in schools works closely with the designated safeguarding lead and the special education needs Co-Ordinator to ensure appropriate information is shared to safeguard pupils and there is appropriate medicine storage in place.

Dedworth Middle School Child Protection Policy

This Policy sets out how the governing body of Dedworth Middle School and trust partnership of the [Windsor Learning Partnership](#) is carrying out its statutory responsibility to safeguarding and promote the welfare of children in accordance with Section 175 of the Education Act 2002 in relation to Independent Education provision, Academies and post 16 providers, regulations 2014.

The Safeguarding Policy applies to **ALL** staff (Teaching and non-teaching), governors volunteers, temporary and supply staff working in Education provision Dedworth Middle School

This Policy will be reviewed annually by the governing body and is in line with the requirements of Working Together (DfE 2018), Inspecting safeguarding in early years, education and skills setting. (Ofsted 2021).

This Policy is made available to parents via the school website [Home | Dedworth Middle School](#)

Child Protection Policy ratified by trust partnership.

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of **All** children. This policy relates to all children between the ages of 0 – 18, whose care and education comes within the remit of education provision. (For some special education provisions this age range

goes beyond 18). All children regardless of age, gender, race, ability, sexuality, religion, beliefs, or language have a right to be protected from harm.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Children have a right to feel safe and secure and cannot learn effectively unless they do so.

The welfare of our pupils is of paramount concern. Our school is a community and we all (staff, governors, parents, families and pupils) have an essential role in making it safe and secure. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness and mutual respect that encourages children to talk to us, and feel confident that they will be listened to. We recognise that the culture we create has an important impact on children both during the day at school and afterwards, into adult life.

We are vigilant and alert to signs of abuse and potential harm and follow our procedures to ensure that all children in our school receive effective support and protection.

We ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out our obligations in the education provision prospectus.

Legal Framework

The Children's Acts 1989 and 2004 (as amended 2004 section 52). The Children Act 1989 introduced the concept of significant harm as the threshold which justifies compulsory intervention in family life in the best interests of children. Under Section 17 (10) of the Children Act 1989, a child is in "need" if:

She/he is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for her/him of services by a local authority;

His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or

She/he is disabled.

(Statutory framework on page 4).

Aims

To set clear expectations of how we expect all staff and volunteers to respond in the event of a concern about a child or young person, including their responsibilities in identifying and reporting possible cases of abuse, in order to safeguard children and young people.

To identify key roles and responsibilities for all staff in relation to child protection, and emphasise the need for good levels of communication between all members of staff in school.

To recognise our responsibility to refer any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse (including child sexual exploitation) or neglect to the MASH service using the threshold document

To provide reports to and attend any statutory child protection conferences, initial and review, core group meetings and child in need conferences that may be called.

To engage in child protection statutory assessment and interventions as required, recognising our duty to work with other agencies in protecting children from harm (e.g. Early Help and Children's Social work services, Police, Public Health and NHS professionals including mental health professionals).

To maintain clear management oversight of all child protection work; identifying, referring and supporting children known to be at risk of harm, ensuring pupils at risk of harm are safeguarded and receive timely support and intervention; including early help and prevention work.

All staff members, governors, volunteers and external providers

Are expected to act on any concerns about a child's welfare immediately. Remember that the child's welfare and interests must be the paramount consideration at all times. Be aware of the systems within their school or college which support safeguarding:

- Child protection policy
- Pupil behaviour policy
- Staff Code of Conduct
- Safeguarding response to children who go missing from education (attendance policy)
- Role of the designated safeguarding lead

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Recognising Abuse

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. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is 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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

http://berks.proceduresonline.com/windsor_maidenhead/p_respond_abuse_neg.html

Additional Vulnerabilities for Pupils with Special Educational Needs and Disability

All staff are aware that additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities. Children can be disproportionately impacted by bullying without any outwardly presenting signs. Careful consideration is required regarding assumptions that indicators of possible abuse and neglect (e.g. behaviour, mood, injury) relate to the child's disability without further exploration. The Designated Safeguarding Leads, the special educational needs co-ordinator, the behaviour lead and the medicines in schools lead, do liaise to

ensure the designated safeguarding lead has oversight of any other issues the child or young person is experiencing, and ensures that these are included in any decision making.

[Special Educational Needs DfE 2015](#)

Staff Induction, Training and Development

All staff members and volunteers receive appropriate safeguarding and child protection training, including induction, which is regularly updated. This includes training on how to recognise signs of abuse and how to respond to any concerns. In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Individuals **must**:

- Read Part one or Annexe A, dependant on job role, of Keeping Children Safe In Education (DfE September 2023) entitled “Safeguarding Information for All Staff” and understand its implications. They must sign and date this information to show their understanding
- Read and understand the school’s child protection policy and make sure they are clear on how to act in the event of a concern and maintaining confidentiality.
- Read and understand the pupil’s behaviour policy and ensure they follow it in the course of their day to day work with children and young people;
- Read and understand the staff code of conduct, so that they are clear on what to do if there is a breach of the code of conduct (governor code of conduct for governors);
- Understand the difference between having a concern about a child, and a child in immediate danger, being clear on the relevant actions to take;
- Know the role of the Designated Safeguarding Lead in school;
- Understand that early help and support that can be provided by the school, and their role in early help.
- The DSL provides at least an annual briefing to the school to provide staff with any updates on changes to child protection legislation, procedures and relevant learning from key serious case reviews.

The nominated safeguarding governor with responsibility for child protection undergoes child protection training prior to or as soon as appointment to the role and at regular intervals thereafter.

The Designated Safeguarding Lead for child protection attends the multi-agency networking meeting 4 times a year. The designated Safeguarding lead also accesses training through SSS Training.

The education provision will ensure that its Designated Safeguarding Lead attends the Designated Safeguarding Lead training and conferences to keep abreast of child protection learning and developments, at least biannually.

We ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contracted staff, such as catering staff, are aware of our child protection policy and procedure, and have received appropriate child protection training.



WLP Staff Code of
Conduct (1).pdf

Children Suffering or Likely to Suffer Significant Harm

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of a child. It gives local authorities a duty to make enquiries under section 47 of the Children Act 1989 to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Such enquiries must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation and other so-called honour-based abuse, and extra-familial threats like radicalisation and sexual exploitation. Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as: protecting children from maltreatment; preventing impairment of a child's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Impact of Abuse and Neglect

The sustained abuse or neglect of children physically, emotionally, or sexually can have long-term effects on the child's health, development and well-being. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The effects can also extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations it can affect parenting ability.

Recognising Signs of Abuse

Our staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused. The following signs may indicate that something is concerning

- significant change in behaviour
- extreme anger or sadness
- aggressive and attention seeking behaviour
- unexplained injuries, and bruises with unsatisfactory explanations
- lack of self-esteem, self-injury or harm

- depression
- age inappropriate sexual behaviour

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as indicators and each small piece of information will help the DSL to decide how to proceed. If abuse is suspected, the presence of signs of abuse is not proof that abuse has occurred.

However, all indicators

- must be regarded as indicators of the possibility of significant harm
- must justify the need for careful assessment and discussion with the designated member of staff for child protection or decision making
- should be recorded on CPOMs
- The DSL should ensure the conversation is logged as it may require consultation with and / or referral to Children's Social Work Service or MASH.

The absence of such risk indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- appear frightened of the parents
- act in a way that is inappropriate to her/his age and 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 episodes of illness
- 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 to professionals 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.

Mental Health

Mental health issues affect at least 1 in 10 children and young people. They include depression, anxiety, low self-esteem, disordered eating, panic attacks, sleep problems and many other conditions and behaviours. They are often a direct response to what is happening in their lives.

Dedworth Middle School recognises that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately-trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and

identify those whose behaviour suggests that they may be experiencing a mental health issue, or be at risk of developing one.

Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Dedworth Middle School aims to promote positive mental health for all staff and pupils.
Our mental health lead is: Emma Galloway

Dedworth Middle School will ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

Useful links: [Mental health and behaviour in schools guidance](#) [NSPCC](#) [Mind](#) [Kooth](#) and [The Mental Health Toolkit](#)

Taking Action

Any child in any family, or in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999.
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- do not start your own investigation, or ask leading questions.
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- complete a record of concern, specify school's procedures and seek support for yourself if you are

distressed or need to debrief.

What to do if a pupil discloses to a member of staff

We recognise that it takes a lot of courage for a child to make an allegation, disclose information which raises concern about actual or potential significant harm, the initial response should be limited to listening carefully to what the child says so as to clarify:

- the concerns
- confirm who the child has told if anyone
- make full written record of what is being said in the child's words on the school's concern reporting form.

If a child is freely recalling events, the response should be to listen, rather than stop the child; questioning of the information being given must be limited to confirming factual accuracy required to provide a quality referral. If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice Police investigations. It is important that the child should not be asked to repeat the information to a colleague or write the information down. Making an accurate and verbatim record of what the child has said (disclosure), (or evidence that has led to the concerns) recording the child's own words, is the responsibility of the person to whom the child has disclosed.

This is recorded on the concerns form in the Appendix. These forms are freely available to all staff in the school.

The DSL should be informed of the concerns immediately and given the completed concerns form as soon as possible afterward. A record of all conversations (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept. These should be recorded on the concerns form. Any member of staff who has concerns about the welfare of a child must share this information with the DSL. The report is given to the DSL immediately who will analyse risk, seek advice from MASH and refer onwards as necessary and appropriately. Referrals where urgent action is required should never be delayed in order for a full record to be written.

No enquiries or investigations may be initiated without the authority of Children's Social Work Services, MASH or the Police.

Guiding Principles for all staff and volunteers for Dealing with Disclosures:

The Seven R's

The Seven R's provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the pupil /student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: “I’ll stay with you”, or “everything will be alright now” or “I’ll keep this confidential”. Do reassure, e.g. you could say “I believe you”, “I am glad you came to me”, “I am sorry this has happened”, “We are going to do something together to get help”.

Respond

Respond to the pupil/student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask ‘leading’ questions, i.e. “did he touch your private parts?” or “did she hurt you?”. Such questions may invalidate your evidence (and the child’s) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure.

Questions beginning with the phrases “tell me”, “describe” or “explain” are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the Designated Safeguarding Lead (DSL) as soon as possible. If you are unable to contact your designated safeguarding lead, deputy designated safeguarding lead, or most senior member of staff, if the child is at risk of immediate harm: Contact the MASH service or Dial 999.

If you are dissatisfied with the response from the DSL or children’s social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff. An ambulance must be called if a First Aider feels one is required.

Record

If possible, make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file. Best practice would be to record this directly onto CPOMs.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical,

recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things factually, rather than your 'interpretations' or 'assumptions'. If you are recording an opinion this must be made clear.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 3). The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL, and recorded on CPOMs. The DSL will maintain a chronology sheet to accompany the files, and minutes of multi-agency meetings will be stored.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

[CareFirst Employee Assistance Programme – 0808 168 2143](#)

Review by DSL and / or SLT

Has the action taken provided good outcomes for the child?

Did the procedure work?

Were any deficiencies or weaknesses identified in the procedure?

Have these been remedied?

Is further training required?

Contextual Safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school, outside of the family and in places and spaces within the local area. Typically from someone who is not a family member. All staff, and the designated safeguarding leads will consider the context within which such incidents and/or

behaviours occur and whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Schools keep a detailed record of reports from pupils of 'extra familiar harm' outside of school.

There is a multi-agency operational panel run in the Royal Borough of Windsor and Maidenhead where referrals of concern regarding exploitation or extra familiar harms are regularly reviewed. Referrals can be made for children to MASH in RBWM. There are equivalents in all boroughs and counties in the UK. Referrals relate to child criminal exploitation, child sexual exploitation (CSE) Harmful Sexual Behaviour (HSB), Trafficking, County Lines, Modern day Slavery, missing children, Serious Youth Violence and radicalisation. Safety plans are then made for the child / children, which should be shared with schools.

[NSPCC - Contextual safeguarding](#)

Identified Areas of Particular Risk for Our School

Our School considers risks outside our school premises to ensure children are safe and protected. We consider the following:

- site situated on a busy road
- Proximity to River
- accessing sports off-site
- building work
- neighbours & local community
- local crime

Domestic abuse

The cross-government definition of domestic violence and abuse is:

The Domestic Abuse Act 2021 states that:

1. both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and abusive behaviour directed at a person under 16 would be dealt with as child abuse rather than domestic abuse.
2. that both persons must be "personally connected". The definition ensures that different types of relationships are captured, including ex-partners and family members
3. provision is made for certain violent or sexual offences, and offences involving other abusive behaviour, committed outside the United Kingdom.

All Staff are aware that any concerns regarding domestic abuse should be raised with the Designated Safeguarding Lead and/or deputies. Violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Dedworth Middle School acknowledges that domestic

abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

<https://rbwmsafeguardingpartnership.org.uk/p/safeguarding-children/domestic-abuse>

Homelessness

All staff recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead is aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care and MASH will be made. The Domestic Abuse Act 2021 recognises children as victims of Domestic Abuse, occurring in their home environment.

Children Absent from Education

All staff recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work in partnership with RBWM when patterns of absence give rise to concern.

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse, exploitation, child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become absent from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma or Traveller families
- Come from families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend school

- Come from migrant families

It is important that the school's procedures for unauthorised absence and for dealing with children who are absent from education are followed. This includes when problems are first emerging but also where children are already known to the Local Authorities social care, where absence from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of the school's unauthorised absence policy and children absent from education procedures.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016).

[Children Missing Education Statutory Guidance](#)

[RBWM guidance - Children missing Education](#)

Children Who Run Away or Go Missing From Home or Care

All Staff recognise that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education 2021' highlights Statutory Guidance on Children who Run Away or go Missing from Home or Care requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, Dedworth Middle School will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space in the school site for the interview to take place.

If a child goes missing from the school site a member of the Senior Leadership Team needs to be notified along with parents and the police.

[Missing Protocol](#)

Children With Family Members in Prison

Dedworth Middle School recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

[RBWM - Children visiting prisons](#)

Sexual Violence

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Sexual violence and sexual

harassment is not acceptable at Dedworth Middle School. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

All Staff are aware that sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. They understand that it can happen both inside and outside of school/college. Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Dedworth Middle School will respond appropriately to all reports and concerns including those outside the school and or online. Dedworth Middle School will ensure that all victims are taken seriously and offered appropriate support.

[Sexual Violence and Sexual Harassment DfE 2021](#)

Sexual Harassment:

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names;
- sexual 'jokes' or taunting;
- physical behaviour, such as: deliberating brushing against someone, non-consensual touching, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos, inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence

Extra Familiar Harm:

Harm that children and young people encounter outside of their home is referred to as 'extra familiar harm'. Children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats.

[Working together to Safeguard Children](#)

Harmful Sexual Behaviours

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. A useful tool is: [Brook Traffic Light Tool](#)

Examples of safeguarding issues against a pupil could include:

- physical abuse: violence, particularly pre-planned, forcing others to use drugs or alcohol
- emotional abuse: blackmail or extortion, threats and intimidation
- sexual abuse: indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

What to do:

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a *safeguarding* concern the designated safeguarding lead should be informed for further decision making using the beyond referrals model.

[NSPCC Harmful Sexual Behaviours](#)

Responding to Allegations of Sexual Harassment and Sexual Violence

Dedworth Middle School will ensure that All incidents and concerns regarding sexual harassment will be recorded by the school through the concerns form, or incident reporting form, whether the incident took place in the school or outside the school. A plan will be put in place that takes account of the nature and type of incident reported on by the pupil/ student with consideration of the:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them
- Incidents of sexual harassment will be reported through the annual review of safeguarding to the Local Safeguarding Partnership.
- This information is requested

Child Sexual Exploitation (CSE)

All staff are aware child sexual exploitation and child criminal exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or

other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

This should be used to support a referral when there is a concern that a child or young person is being sexual or criminally exploited. A referral to the SPA will be made and if a child is in immediate danger the police will be called.

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child's or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

[RBWM - Criminal and sexual exploitation of children and gangs](#)

Consent

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child. Consent is taught through our safeguarding curriculum

[Child sexual exploitation definition and guide](#)

Upskirting

Dedworth Middle School will ensure that all staff and pupils are aware of the changes to the [Voyeurism \(Offences\) Act 2019](#) which criminalise the act of 'upskirting'. The [Criminal Prosecution Service \(CPS\)](#) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks, shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Incidents of upskirting in the school will not be tolerated. Dedworth Middle School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Sharing Nudes and Semi-nudes

Dedworth Middle School will act in accordance with guidance endorsed by DfE [Sharing nudes and semi-nudes: how to respond to an incident](#)

All incidents of sharing nudes and semi-nudes will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share nudes and semi-nudes of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. Dedworth Middle School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of sharing nudes and semi-nudes should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to sharing nudes and semi-nudes is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a sharing nudes and semi-nudes issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice "Searching, screening and confiscation: advice for headteachers, school staff and governing bodies" (DfE January 2018), page 11 'After the search'. [Searching, screening and confiscation](#)

Staff will not look at, share or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to SPA and/or the police immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported sharing nudes and semi-nudes incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation, sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sharing nudes and semi-nudes will be referred to AfC's Single Point of Access for advice about whether or not a response by the police and/or children's social care is required.

This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves

- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts that are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming.

The DSL will make a judgement about whether or not a situation in which nudes and semi-nudes have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the police and the SPA to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

Viewing the Imagery

Adults should not view nudes and semi-nudes unless there is a good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the headteacher

- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the head teacher, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the headteacher's or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents.

Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

County lines: Child Criminal Exploitation

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

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Serious Youth Violence

Staff at Dedworth Middle School are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime.

These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery.

[Preventing youth violence and gang involvement](#)

[Criminal exploitation of children and vulnerable adults: county lines](#)

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

Pupil talks about going abroad to be 'cut' or to prepare for marriage.

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

[Female Genital Mutilation Statutory Guidance](#)

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in Dedworth Middle School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police. Teachers in this situation will record their concerns through the school reporting system and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

[RBWM Female Genital mutilation Guidance](#)

Honour Based Abuse and Forced Marriage

'Honour based' abuse can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others. Crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

A forced marriage is a marriage where there is no valid consent by the female or male and duress may include physical, psychological and financial abuses of the individuals. It may concern a person with learning disabilities unable to consent or children under the age of consent.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access, or Police and the Forced Marriage Unit (020 7008 0151) for advice and support. If a member of Dedworth Middle School staff suspects that a pupil may be a victim they will, in the first instance, report their concerns to the DSL.

A forced marriage is distinct from an arranged marriage. In an arranged marriage, the families or friends of both spouses take a role in introducing individuals for the purpose of marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. Modern arranged marriages involve a variety of matchmaking practices where each family tailors its own version to suit modern identities and ambitions.

[Guidance forced marriage](#)

[RWBM - Forced Marriage](#)

[RBWM - Honour based abuse](#)

Faith Abuse

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse, this should never be tolerated. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

[Child abuse linked to faith or belief](#)

[RBWM - Faith related harmful practice](#)

Hate Crime

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a personal characteristic. If the action is possibly not a criminal offence, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'. Traditionally the focus has been on race motivated hate crime, but over recent years has broadened to include:

- Race
- Disability
- Sexual orientation
- Faith
- Gender identity

Hate crime should be reported to the local police: Telephone number 101, if an emergency then dials 999.

Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Dedworth Middle School recognises that most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Dedworth Middle School becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance, but also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

[Looking after someone else's child](#)

[RBWM - Private Fostering](#)

The Prevent Duty

The focus of Prevent is to reduce the threats, risks and vulnerabilities posed by domestic and international threats to security and stop people supporting or becoming involved in terrorism and guidance is through specified local authority arrangements. The aims are to:

1. Raise awareness
2. Identify early and correctly signpost
3. Refer to any concerns, following the correct procedures
4. Safeguard all children learning about Prevent through curriculum

Our staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

We recognise the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed in order to challenge perspectives.

When any member of staff has concerns that a pupil may be at risk of involvement in respect of the prevent duty they will speak with the DSL and seek guidance from the local authority as required.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

[Educate against hate](#)

[Prevent Duty](#)

[RBWM - Safeguarding Children and Young people against Radicalisation and Violent Extremism](#)

Suicide and Self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Dedworth Middle School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that a pupil has self-harmed or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern. The school will be alert to any concerns of contagion and clusters of suicide or self-harm and will liaise appropriately with the local Council's Public Health team. The school undertakes regular training in mental health awareness and suicide prevention.

[RBWM - Suicide and Self harm](#)

Fabricated Illness

All Staff are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

Staff at Dedworth Middle School will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

[RBWM - Fabricated or Induced illness](#)

[Children of Parents who Misuse Substances](#)

[Concealed Pregnancy](#)

[Children and Families Moving Across Local Authority Boundaries](#)

[Dogs and Safeguarding Children](#)

Children who May be Particularly Vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- living in temporary accommodation
- at risk of child sexual exploitation (CSE)
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children with a Social Worker

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect or complex family circumstances. Dedworth Middle School recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the DSL will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The role of the Virtual School has been extended to provide advice and support to children who are subject to a child in need plan or a child protection plan.

Children Looked After and Previously Looked After

All Staff have the necessary skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teacher for children looked after is Mark Cross. The designated governor for children looked after is Carol Watkins.

The designated teacher will:

- promote a culture of high expectations and aspirations for how children looked after and previously looked after learning
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that the children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of all children looked after personal education plans (PEPs) within the school

[Role and responsibilities of the designated teacher](#)

The designated teacher has attended appropriate training and ensures that the school has the up to date details of the allocated social worker/personal adviser (care leavers) and the Virtual School headteacher in the local authority that looks after the child.

Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

Early Help and Interagency Working

We will identify children who may benefit from Early Help. Early Help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage

years. In the first instance staff should discuss early help requirements with the DSL and follow Early Help guidance from Achieving for Children.

Any child may benefit from early help, but at Dedworth Middle School we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

Staff will be required to support other agencies and professionals in an Early Help Assessment (EHA)

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs our Governing Board recognises the importance of sharing information between professionals and local agencies. Fears about sharing information do not stand in the way of promoting the welfare and safety of children.

[RBWM - Early Help and Intervention](#)

Notifying Parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from MASH.

Where there are concerns about forced marriage or honour-based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

Confidentiality

Dedworth Middle School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and UK GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing. It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the headteacher or DSLs will only disclose information about a pupil to other members of staff on a need-to-know basis.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the pupil at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with MASH on this point.

Making a Referral to the Single Point of Access (SPA)

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to the SPA is appropriate. If a referral is needed, then the DSL should make it

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

If after a referral the pupil's situation does not appear to be improving the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil's situation improves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the Police 999 immediately. Anybody can make a referral.

[RBWM - Concerned about a child?](#)

SPA: 01628 683150

OUT OF HOURS: 01344 786543

[SPA referral form](#)

Record Keeping

Pupils' safeguarding and child protection records will be stored securely and access to them will be appropriately limited.

When pupils leave Dedworth Middle School, the school will ensure that their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from their main pupil file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place.

If Dedworth Middle School is the last school that the pupil attends, their child protection file will be securely stored by the school until their 26th birthday is reached, when it will be securely disposed of

Appendix 1: Concern Reporting Form (Only utilise if CPOMS is not available)

Please complete this form as soon as possible if you have any concerns about a pupil

Pupil's Full name			
Pupil's DOB		Day/Date/Time	
Pupil's address			
Name of member of staff noting concern			
Job role of member of staff noting concern			
Name of Parent/ Carer and contact details			

Details of concern

(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Body map attached: Yes No

Signature:

Date:

Please ensure that the completed form is given to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead

Actions taken			
Date	Person taking action	Action	Signature
		Detail which agency contacted, who was spoken to, and timescales/ actions given.	

If the parent or carer has NOT been informed, please state the reason for this decision:

Signature:
Name:

Date:

Appropriate feedback must be given to the person completing the Record of Concern Form

Feedback given to:

Feedback given by:

Signature:

Date:

Name:

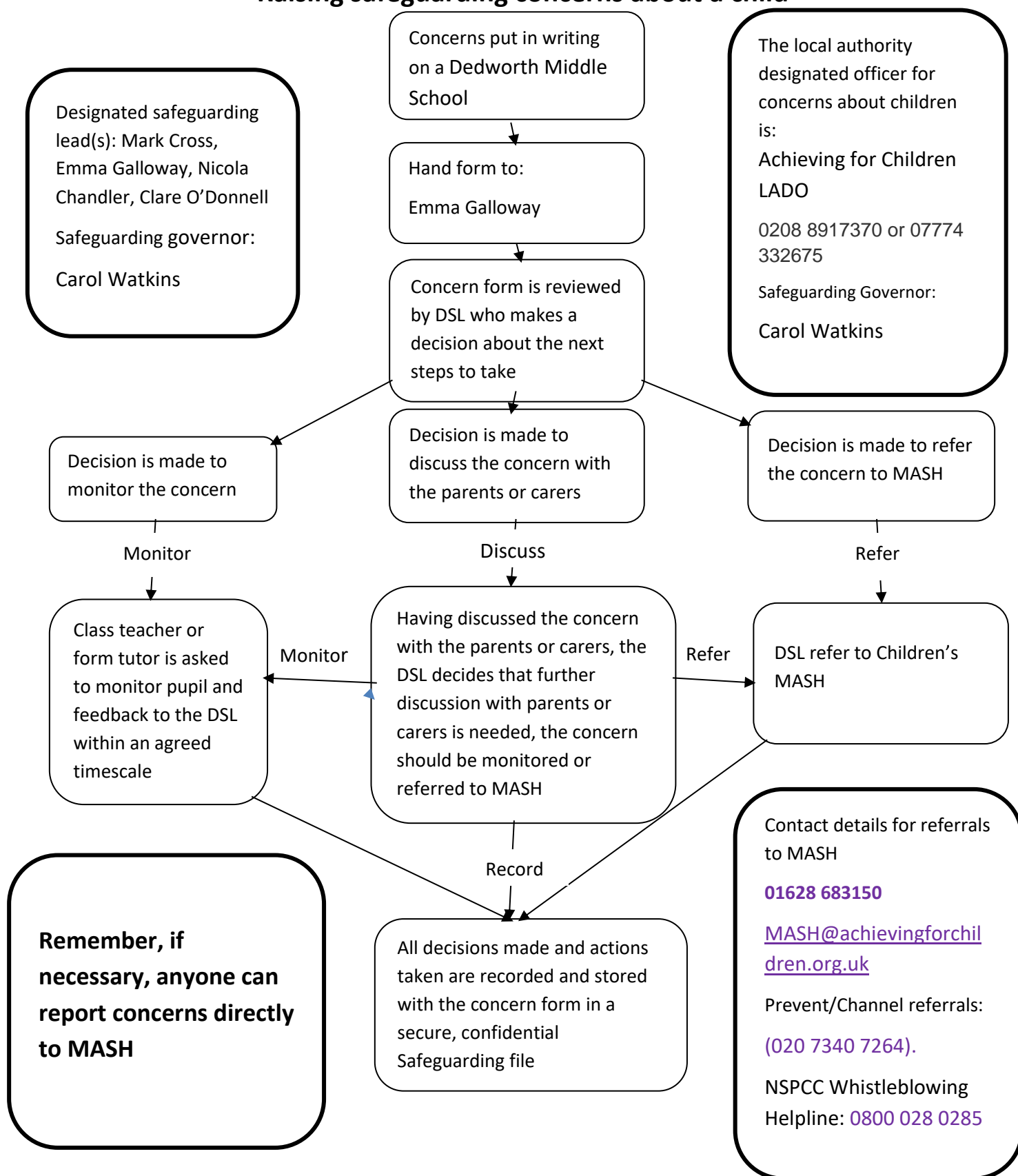
Record the category of the concern:

Physical	
Emotional	
Sexual Abuse	
Neglect	
CME	
FGM	

CSE	
Radicalisation	
Peer on Peer Abuse	
Online	
Sexting	
Mental Health	

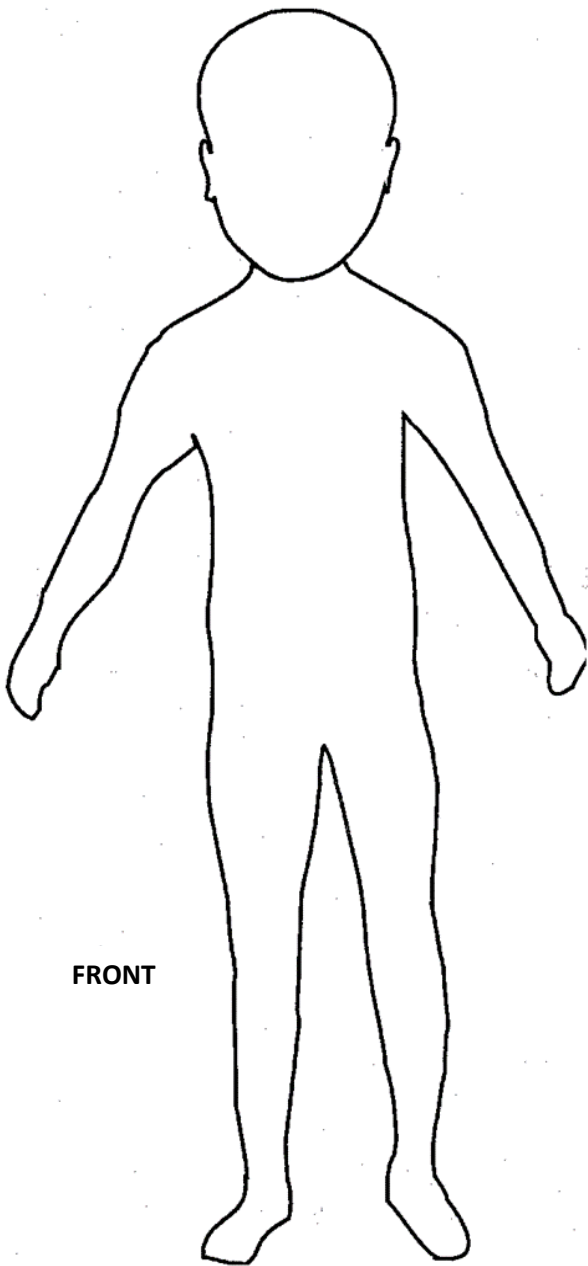
Appendix 2: Concerns Flow Chart

Raising safeguarding concerns about a child

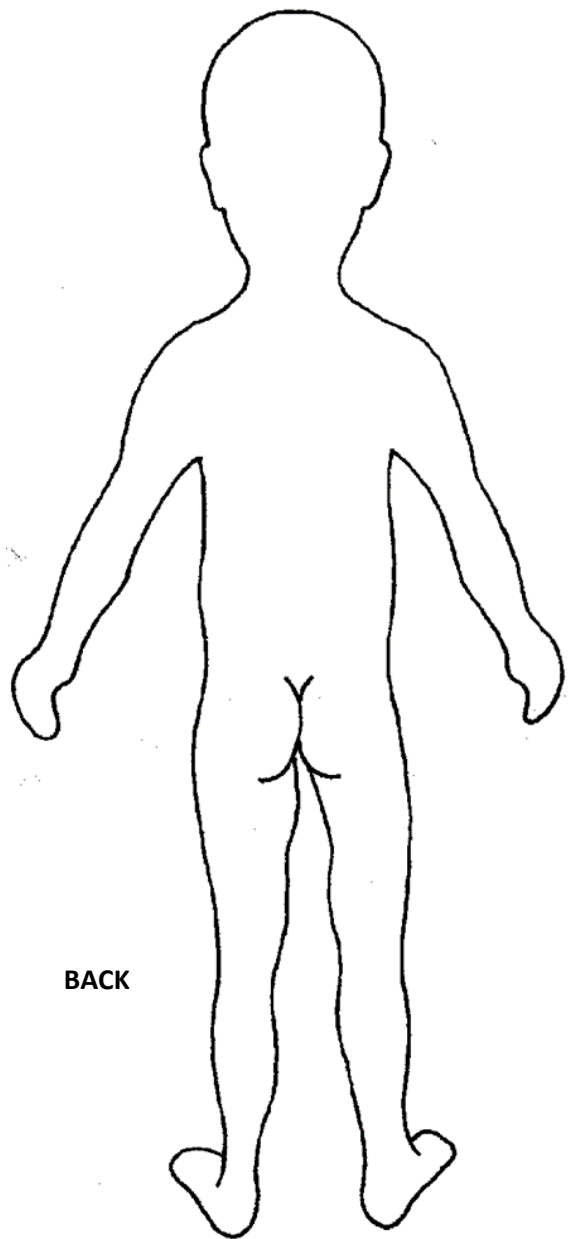


Appendix 3 : Body Map (This must be completed at time of observation if CPOMS is not available.)

Full Name of Pupil:		Date of Birth:	
Pupil Address:			
Name of Staff:		Date and time of observation:	



FRONT

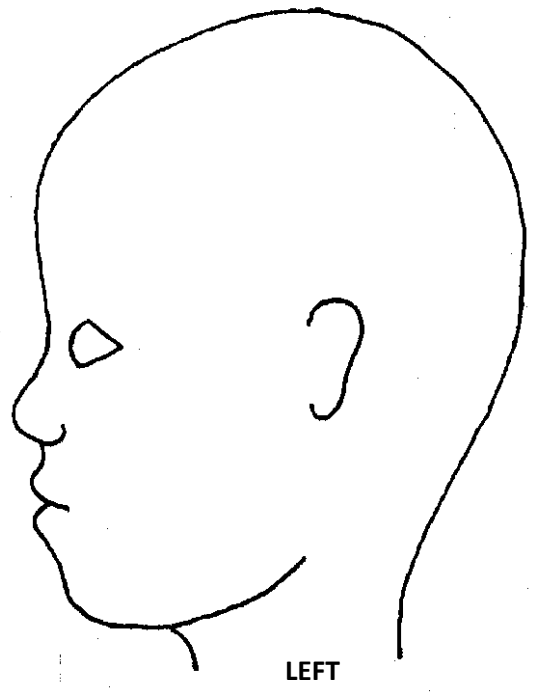
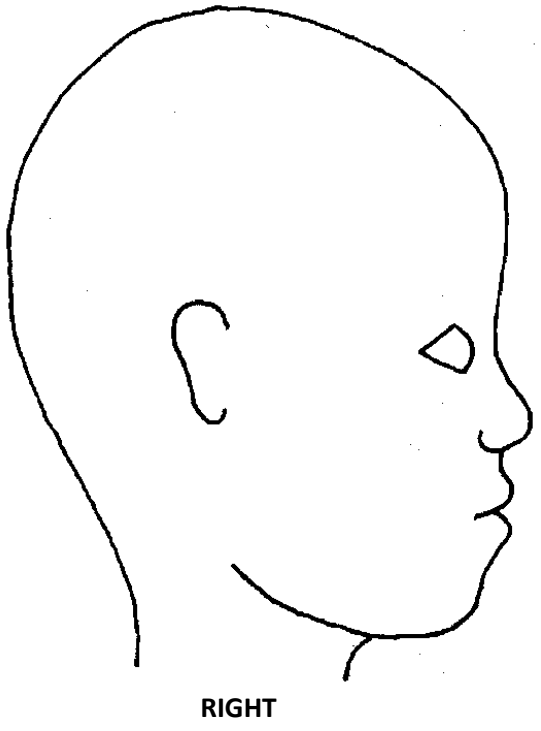
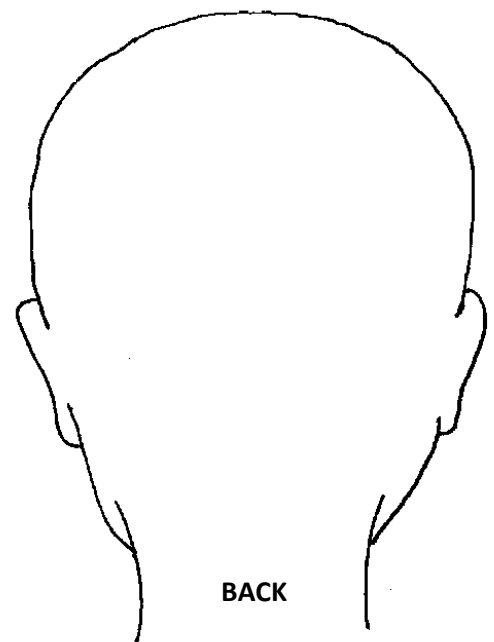
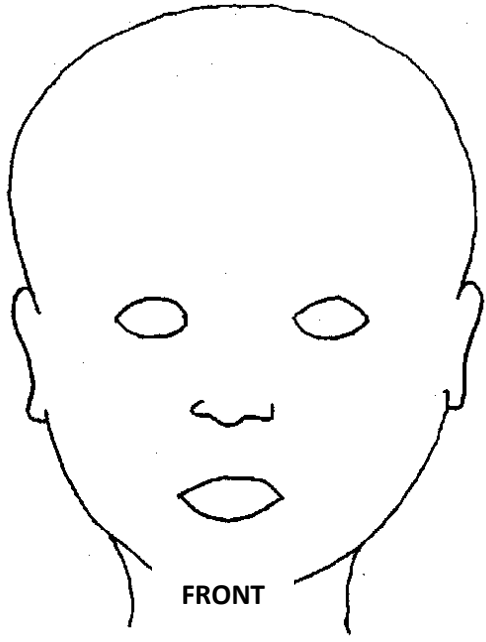


BACK

Signature:.....

Date:.....

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



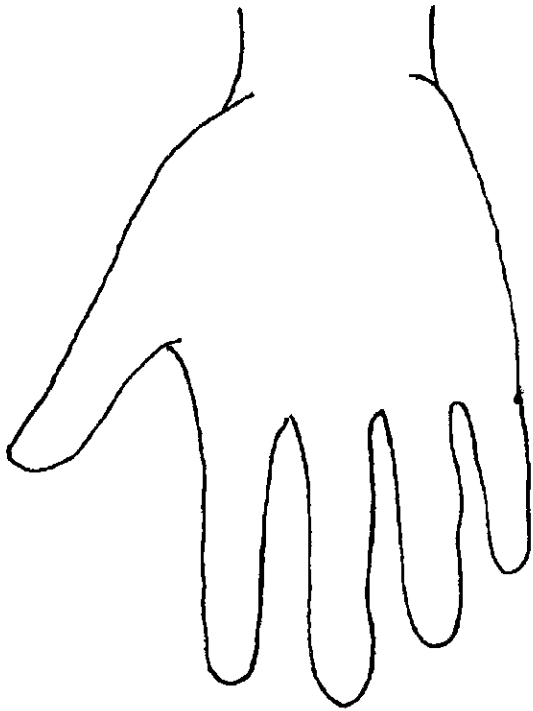
Signature: _____

Date: _____

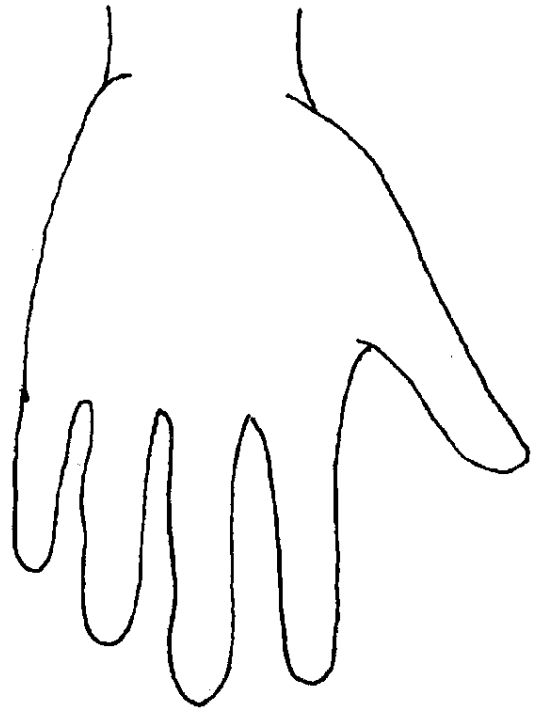
Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

RIGHT

LEFT

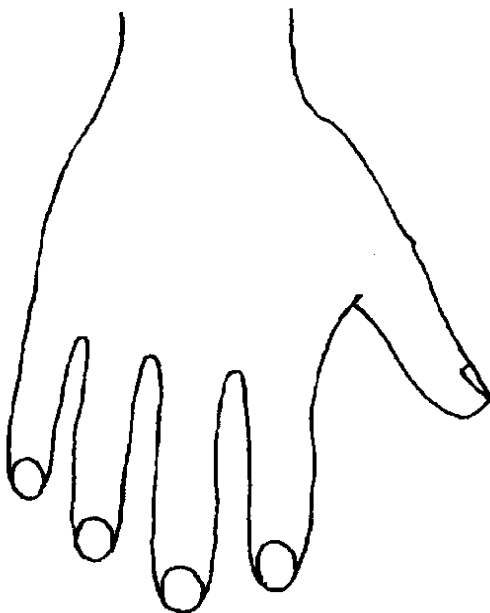


PALM

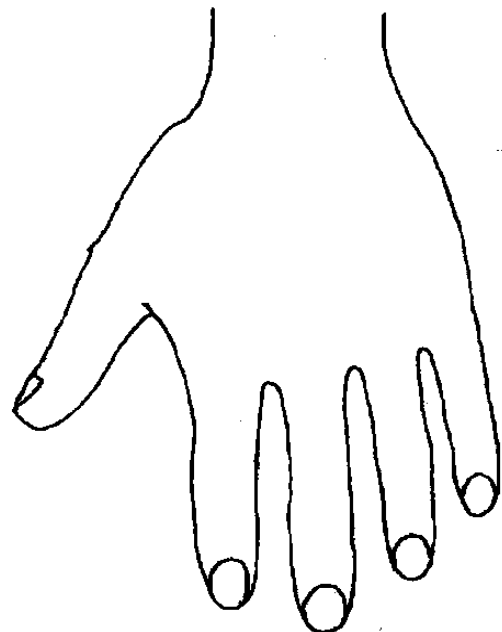


RIGHT

LEFT



BACK

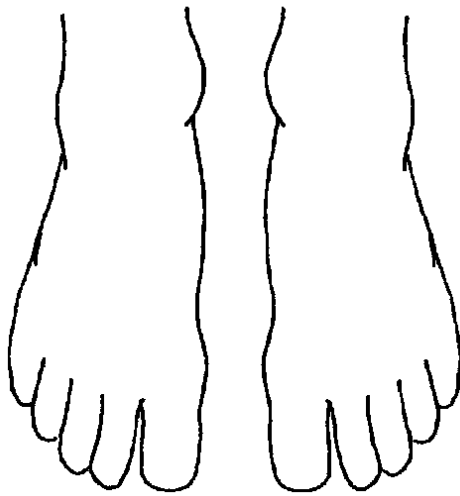


Signature: _____

Date: _____

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

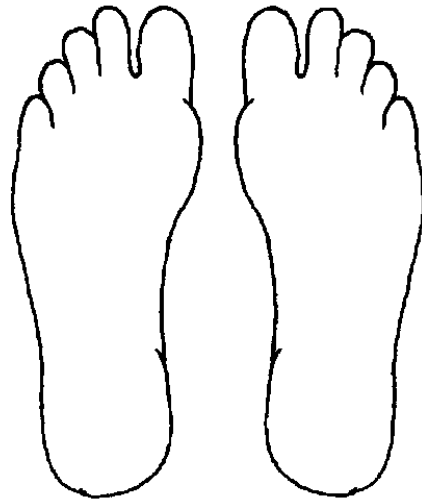
TOP



RIGHT

LEFT

BOTTOM



RIGHT

LEFT

INNER



RIGHT



LEFT

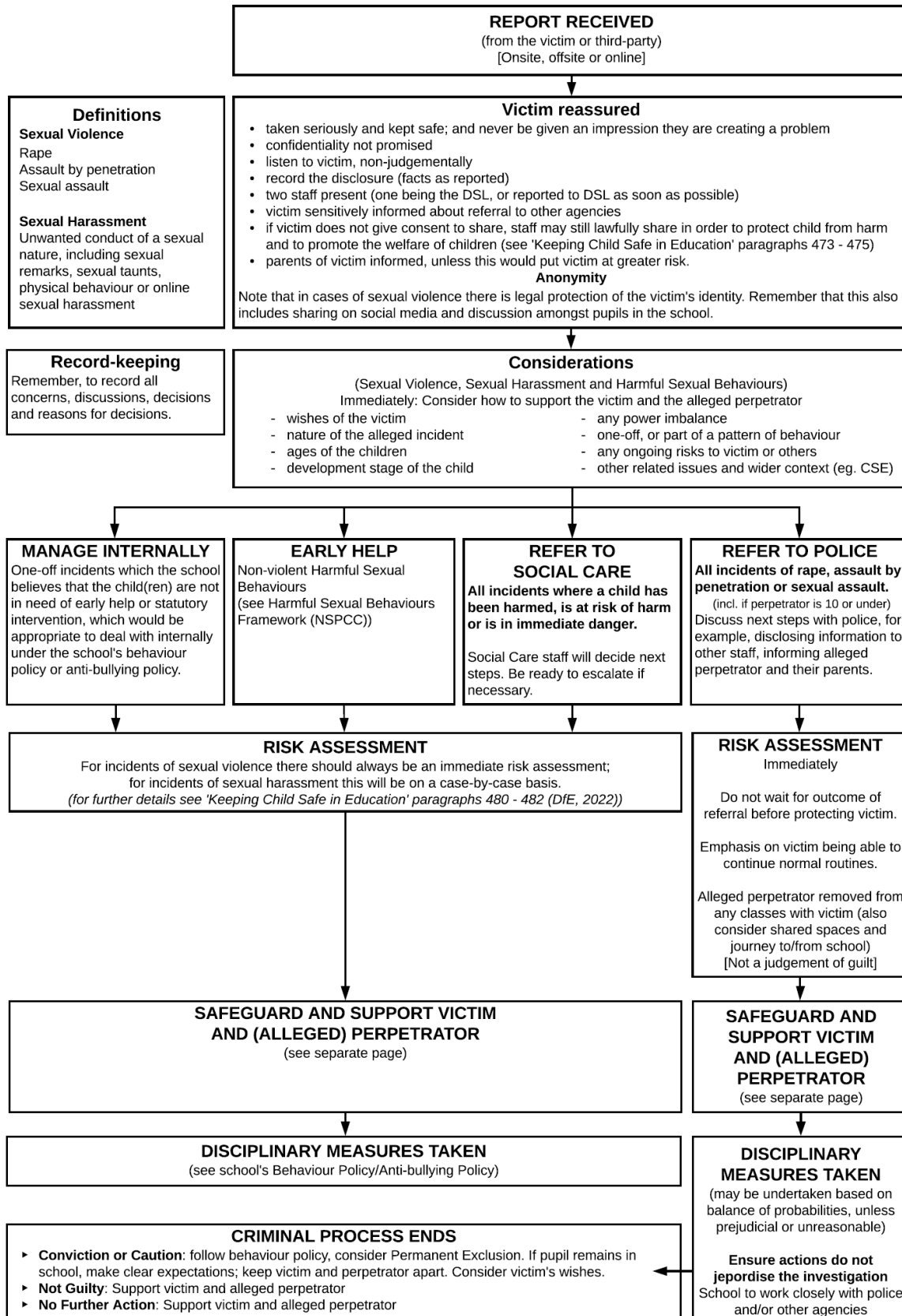
OUTER



Signature: _____

Date: _____

***PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**



Source:

*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart