



Including local arrangements in annexes for:

## **HAMILTON SCHOOL**

The relevant Local Children's Safeguarding Board  
for this school is:

Reading LSCB/ Berkshire West Safeguarding Children  
Partnership

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*Next review will be June 2022 as agreed by Trust Board  
(COVID impact)*

*School staff have all had updated safeguarding training relating to KCSiE 2021 and have read the appropriate section(s).*

*All staff are familiar with the duty to report Low Level Concerns and are aware of the increased emphasis on Sexual Harassment and consent.*

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## SCOPE

This policy details the arrangements the Maiden Erlegh Trust has in place to ensure that it meets its statutory requirements in terms of child protection and safeguarding and does all that it can to keep children in all schools within the Trust safe.

## PRINCIPLES

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State. The DCSF publication 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Educational Settings'. (March 2009), and Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education 2020 provide clear advice on appropriate behaviours for all adults working with children.

We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in them being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra-curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

Maiden Erlegh Trust seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The Trust hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. Staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.

If we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by the respective local authority Local Safeguarding Children Board (LSCB) or the appropriate authority for the child involved.

As a consequence, we

- assert that teachers and other members of staff (including volunteers) in each school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff within the Trust, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, Local Advisory Boards and the Trustees;
- will ensure through training and supervision that all staff and volunteers in each school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;

- will designate a senior member of staff in each school with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the relevant LSCB.
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated member of staff, who will refer on to Children’s Services in accordance with the procedures issued by the relevant LSCB (or the relevant authority for the child involved).
- safeguard the welfare of children whilst in each school, through positive measures to address bullying, especially where this is in relation to any incidents which involve *race, culture, country of origin, sexism, disability, giftedness, homophobia, biphobia or transphobia* or circumstance (eg Young Carer, Adopted, LAC).
- will ensure that all staff are aware of the child protection procedures established by the relevant LSCB and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our Trust are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- will aim to create a culture of vigilance “and it could happen here”.

## DEFINITION OF SAFEGUARDING

Safeguarding and promoting the welfare of children is defined in KCSiE 2020 as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

## DSL - DESIGNATED SAFEGUARDING LEAD

Each school has at least one Designated Safeguarding Lead (DSL) who is a senior member of the school’s leadership team, and at least one Deputy. This role is set out in the post holder’s job description. If the DSL is not available then a Deputy DSL will take the lead on any incident.

See Annex 1 for designated staff.

The designated people are key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and *Local Advisory Board members and Trustees* to draw upon.

Within Maiden Erlegh Trust:

- The designated people have the status and authority within the school management structure to carry out the duties of the post and are senior member of staff.
- They possess skills in recognising and dealing with child welfare concerns and have access to appropriate and regular training.
- All members of staff, including volunteers and regular visitors (such as Education Welfare Officers, therapists, trainee teachers and supply teachers) are made aware of who these people are, what their roles are and how they can be contacted and also how they can access readily, this policy.
- The designated people act as a source of advice and coordinate action within the school over child protection cases. They will also cascade safeguarding guidance issued by the LSCB.
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- The designated person is the first person to whom members of staff report concerns about students.
- The designated person is responsible for considering whether a referral should be made and for referring cases of suspected abuse to the relevant investigating agencies according to the procedures established by the relevant LSCB.
- The designated person is not responsible for dealing with allegations made against members of staff – this person is the Headteacher. Allegations made against the Headteacher will be dealt with by the Chair of the Local Advisory Board.
- Where the designated people have concerns that a referral has not been dealt with in accordance with the child protection procedures, they will ask the Head of Safeguarding at the relevant authority to investigate further.
- The Child Protection Lead liaises with the Headteacher to inform him/her/them of any issues and ongoing investigations and ensure there is always cover for the role
- The Headteacher of each school updates the Chief Executive is made aware of serious issues and ongoing investigations (respecting the need for confidentiality wherever possible).
- The Trust works with the individual Safeguarding and Child Protection Leads to ensure that this policy is reviewed and updated annually
- The designated people keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- The designated people ensure that parents are aware of this policy and the fact that a school may need to make referrals (the policy is available to all parents on the website).

- Where children leave a school roll, we ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection at the new school.
- Where a child leaves and the new school is not known, we alert the local authority so that the child's name can be included on the database for missing pupils.
- We will be alert to the possibility of FGM and Forced Marriage; the Attendance Officer or equivalent will monitor holidays and leaves of absence and alert the Designated Person in the event of a concern.
- Where a student is educated, either fully or partially, in another establishment, we ensure that it is compliant with safeguarding legislation and has appropriate policies in place. As the pupil's home school, each school will take responsibility for leading on child protection issues, even if initially disclosed elsewhere (unless it is not in the pupil's best interests).
- Work Experience placements are organised by external organisations who comply with guidelines and legislation.
- The designated people also have an important role in ensuring all staff and volunteers receive appropriate training. They:
  - Attend training in how to identify abuse and know when it is appropriate to refer a case
  - Have a working knowledge of how the relevant LSCB operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
  - Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.

## DESIGNATED GOVERNANCE

The designated Trustee for safeguarding is: **Mike Bellamy**.

In addition, each school Local Advisory Board (LAB) has a designated member.

*NB: Where a school is locally governed by a Local Transition Board (LTB) this body will fulfil the role of the LAB.*

Child protection is important. Where appropriate, the LAB (Local Advisory Board) and the Trust will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Trust will ensure that the designated member of staff for child protection is given sufficient time to carry out her duties, including accessing training.

The Trust and the LAB will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- Each school is carrying out its duties to safeguard the welfare of children at the school
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate
- Child protection is integrated with induction procedures for all new members of staff and volunteers
- Each school follows the procedures agreed by their respective LSCB, and any supplementary guidance issued by the Local Authority (or any other relevant Authority)

- Only persons suitable to work with children shall be employed in each school, or work there in a voluntary capacity
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action

## SAFER RECRUITMENT

In order to ensure that children are protected whilst at any school within the Trust, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

We accept that it is our responsibility to follow the guidance set out in 'Keeping Children Safe in Education (2020)', DfE publication updated September 2020, in particular:

- A member on every recruitment panel will have undertaken safer recruitment and selection training.
- All of our staff are appropriately qualified and have the relevant employment history with any gaps accounted for.
- Relevant checks are made to ensure they are safe to work with children in compliance with Safer Recruitment requirements, including the relevant check under the Disclosure and Barring Service (DBS) and a prohibition check for qualified teachers, plus taking up of references.

## VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in a school regularly or over a longer period then they undergo relevant checks to ensure their suitability to work with children. All Governors will undertake an enhanced DBS check.

## VISITING SPEAKERS

We have a separate Visiting Speakers Procedure which can be viewed on the school website.

## MONITORING OF SAFEGUARDING AND THE SINGLE CENTRAL RECORD (SCR)

### Safeguarding Reports

The Designated Safeguarding Lead of each school will provide a half-termly update to the LAB (Local Advisory Board) on matters of safeguarding and child protection as part of the School Evaluation Form (SEF).

At the end of each academic year, each school's DSL will complete NSPCC audit and submit the results to the LAB and CEO.

- The CEO will submit a summary of the audits' findings to the Trust as part of her report in the summer term.

- Where issues raised from the audit are minimal, they will either be rectified immediately or actions included in the School Improvement Plan.
- Where issues are more significant, an urgent recovery plan will be agreed with the Director Of Inclusion and Safeguarding and CEO and submitted separately to the LAB. The Trust Board will also be informed.

### Single Central Record (SCR)

Each school and Central Services will hold and manage its own SCR. This is a register of all staff, self-employed, contractors and volunteers working in the school and details the safeguarding checks that have been made. The format and contents of the SCR will comply with the latest Keeping Children Safe in Education (2020) and other relevant guidance.

Each SCR is checked termly by at least two of the following people (Headteacher, DSL, LAB Safeguarding Governor, Safeguarding Trustee and/or Director of Inclusion and Safeguarding) to ensure that all information is accurate and up to date.

## ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

Staff recognise that children are capable of abusing their peers, physically, emotionally or sexually. There are different forms peer on peer abuse can take, but abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Whilst not intended to be an exhaustive list, peer on peer sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Up-skirting

Any such incidents will be dealt with on a case-by case basis with the designated safeguarding lead taking a leading role and using their professional judgment, supported by other agencies, such as children’s social care and the police as required.

In dealing with any peer-on-peer incident, schools will have due regard for the DfE guidance: Sexual violence and sexual harassment between children in schools and colleges May 2018 and the UKCCIS (UK Council for Child Internet Safety) guidance: Sexting in schools and colleges Jan 2017

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law



- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases the needs and wishes of the victim will be at the heart of the process (supported by parents and carers as required).

## SEND CHILDREN

Children with special educational needs and disabilities (SEND) may face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

## INDUCTION & TRAINING

All new members of staff will complete an online training course ahead of starting. As part of their induction new staff will also receive face to face induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as how to identify and report abuse. They also learn about confidentiality and data protection issues.

### **All staff must have read:**

- Staff Code of Conduct
- Behaviour Policy
- Keeping Children Safe in Education (2020) Part One (Child facing staff)
- Keeping Children Safe in Education (2020) Annex A (Non-child facing staff)
- Equality Policy
- Whistleblowing Policy

Our general safeguarding training covers a range of issues such as bullying (including student on student bullying), e-safety (including awareness of the risks of sexting and the impact of pornography), domestic violence (including teenage relationship abuse), mental health awareness, preventing radicalisation and Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE).

Other issues covered (depending on roles and responsibilities) may include:

Breast ironing  
Drug and substance abuse  
Honour based violence (HBV)  
Trafficking  
Gambling

Children Missing Education (CME)  
Fabricated or induced illness  
Gangs  
Private fostering  
Gaming addiction

## County Lines

All staff will be expected to complete training on safeguarding children and Prevent awareness that will enable them to fulfil their responsibilities in respect of child protection effectively. Each school will provide this training as through the designated person.

Staff will attend refresher training every three years, and the designated person every two years. There is a dedicated Safeguarding & Equalities week on the calendar where refresher training takes place (though training and student awareness actions take place throughout the year).

Staff are all made aware that anyone can make a Child Protection referral and how to do that.

Articles and information on matters relating to Child Protection and Safeguarding are included in staff bulletins and staff meetings.

*Local Advisory Board members and Trustees also have a programme of induction and training which includes:*

- *Mandatory reading as above*
- *On-line and face-to-face sessions at induction and/or at time throughout the year*
- *Regular update emails and notices through the Director of Inclusion and Safeguarding and Chief Executive Officer.*
- *Safeguarding representatives undertake Level 3 training (and refreshers)*
- *Those involved with recruitment undertake Safer Recruitment training (and refreshers)*

## DEALING WITH CONCERNS

Members of staff and volunteers are not required to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will consider whether to refer the matter to the relevant Children's Services.

To this end, volunteers and staff must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or Headteacher if an allegation about a member of staff) and agree action to take in the following circumstances:

- Upon the receipt of any information from a child, or if any person has suspicions that a child may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- Where a child or young person makes a direct allegation or implies that they have been abused,
- Where a child or young person makes an allegation against a member of staff<sup>1</sup>

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of the relevant LSCB.

## RECORDING CONCERNS

All notes made by staff will be recorded formally as follows:

- Using full names not initials
- Including days, dates and times
- Using the actual words, verbatim
- Including the name and role of the person making the notes
- A line will be drawn underneath the notes and they will be signed
- Any additions will be re-signed and dated
- All original notes will be kept and stored securely
- The same principles apply to children making written statements.

All concerns raised about a child (including verbally) will be recorded using CPOMS (Child Protection Online Management System) and relevant notes and documents uploaded. CPOMS will automatically alert the Designated Safeguarding Lead and Deputies via email that a concern has been logged.

Information relating to Child Protection is exempt from GDPR regulations and will not necessarily be shared in the event of a Subject Access Request.

In the event that any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

## ASSESSMENT OF THE NEED FOR EARLY HELP

We will work together with local agencies, for the effective assessment of the needs of individual children who may benefit from early help services. The Academy will encourage parents to make use of outside agencies and will assist with arrangements for the use of these agencies. In these cases a formal referral requesting support will need to be made by the Academy in consultation with parents, and submitted with parental consent.

## MENTAL HEALTH

Maiden Erlegh Trust recognises that good mental health is as important as good physical health. We aim to promote good mental health in schools by:

- Developing a whole school approach to support mental wellbeing
- Teaching about mental health and wellbeing through a programme of PSHE/PSMSC
- Helping and training staff to recognise signs and symptoms of mental health needs in pupils/students and know what to do should they have a concern
- Having a clear process to follow where a concern is raised about a pupils/student's mental wellbeing
- Developing links with specialist mental health services

- Knowing what local and national help and support is available in order that these can be signposted to pupils/students and their families to access help and support
- Ensuring key staff are equipped with the skills to support and manage pupils/students with mental health needs in their learning
- Where appropriate, sharing information about pupils/students who are experiencing any mental health issues with those who work with them in school so that they can be supported in the school environment

Each school has a Designated Mental Health Lead. See Annex 1 for designated staff.

## SAFEGUARDING IN SCHOOL

Child protection issues will be addressed through the Personal, Social and Health Education and Sex and Relationships Education curriculum as appropriate.

All children will receive guidance on child protection issues and what to do if they have a concern via an annual assembly delivered by our designated people.

As a result, children will be taught to recognise when they are at risk and how to get help when they need it.

We ask parents to ensure that we have at least two emergency contacts for their child.

We will take a photograph of every child and every member of staff which will be stored on our database. This is to aid with the fast and efficient physical identification of all members of the school community.

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the following documents:

- Acceptable use of digital technology
- Anti-Bullying Policy
- Behaviour and Exclusion Policy
- Code of Conduct for Staff
- Equality Policy
- Health and Safety Policy
- Physical Intervention Good Practice document
- Procedures for dealing with allegations against employees and adults working or volunteering in schools
- Recruitment and Selection Policy
- Sex and Relationships Policy
- Spiritual, Moral, Social and Cultural Good Practice Document

- Supporting Students with Medical Conditions Policy
- Whistleblowing Policy

## CONTEXTUAL SAFEGUARDING

The Trust recognises the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as Contextual safeguarding.

## EXTREMISM AND RADICALISATION

### **The Prevent Duty**

The Prevent Duty 2015 is advice from the Department for Education to help schools understand their duties under the Counter-Terrorism and Security Act 2015.

We build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools will create an environment in which children can debate controversial issues and help them understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Staff are trained to be alert to students expressing extremist views. When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Child Protection lead at the relevant school or to their deputies.

## PHOTOGRAPHING CHILDREN

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

We will not allow others to photograph or film pupils during a school activity without the parent's permission.

We will not allow images of pupils to be used on the school or Trust website, VLE, publicity, or press releases, without permission from the parent via the 'photo permission' form.

The Trust cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

## CONFIDENTIALITY

The Trust, and all members of staff, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. This includes allowing practitioners to share information without consent.

## CONDUCT OF STAFF

The Trust has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. This is covered in the Staff Code of Conduct and in Annex 2.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child
- physical interventions
- cultural and gender stereotyping
- dealing with sensitive information
- giving to and receiving gifts from children and parents
- contacting children through private telephones (including texting), e-mail, or social networking websites.
- disclosing personal details inappropriately
- meeting pupils outside school hours or school duties

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and the relevant Local Authority Safeguarding Children Board procedures, the Trust will view this as misconduct, and take appropriate action

## ALLEGATIONS AGAINST MEMBERS OF STAFF

All school staff have a duty to report any concerns they have about any member of staff, supply teacher, volunteer, contractor or governor either about a safeguarding issue or other unlawful activity. This is referred to as Whistleblowing and applies to incidents both in school and out of school.

You have a duty to report if you believe that a member of staff, supply teacher, volunteer, contractor or governor has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations will be dealt with in accordance with national guidance and agreements, which are implemented by the local authority.

The Headteacher of the school, rather than the designated member of staff will handle such allegations, unless the allegation is against the Headteacher, when the Chief Executive Officer and the Chair of the Local Advisory Board will handle the allegation. If the allegation is against the Chief Executive Officer, the Chair of Trust Board and Director of Inclusion and Safeguarding will handle the Trust's response.

The person dealing with the allegation will gather information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO) if he/she considers they meet the threshold.

The Trust has a separate document '*Procedures for dealing with allegations against employees and adults working or volunteering in schools*' which covers this area in more depth.

## RELATIONSHIPS AND ASSOCIATIONS

Whilst Disqualification by Association only applies to those working in domestic settings, all staff should be aware that relationships and associations that they have in school and outside (including online) may have an implication for the safeguarding of children. Where this is the case, the member of staff must speak to the DSL or Head teacher.

## DISQUALIFICATION UNDER THE CHILDCARE ACT 2006 (Primary settings only)

Schools that work with children under 8 years old will have due regard to the Disqualification under the Child Care Act 2006 which applies to staff who work in a child care capacity, whether paid, volunteer or are on work placements. Relevant staff are:

- Those working with early years (birth till 1st September following 5th birthday) at any time.
- Those working before or after school with those in later years (5 to 8 years old)

For those schools in the Trust where this is applicable, DBS checks will show relevant offences and whether staff are on the Children's Barred List.

## BEFORE AND AFTER SCHOOL ACTIVITIES

Where any out of school hours activities are provided by other bodies or organisations (such as sports clubs) each school will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Each school will also ensure that they are aware of the local safeguarding arrangements.

## HIRING OF SCHOOL PREMISES

Where any school in the Trust hires out its premises to an organisation, it will seek reassurance that, where the activities involve Under 18's, they have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the

school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

## CONTRACTED SERVICES

Where a school or the Trust contracts with outside providers for specific services, the school or the Trust will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school or Trust on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

## HOMESTAYS

Because it is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad, Trust schools will not organise overnight homestays as part of trips, whether abroad or within the UK.

## CME – Children Missing in Education

Our approach to tackling this issue is covered in our Attendance Policy.

## PRIVATE FOSTERING

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

Private foster carers may be from the extended family, such as a cousin or great aunt. A grandparent, brother, sister, uncle or aunt or step-parent are **not** be considered a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

There is a mandatory duty on schools to inform the local authority of children in such an arrangement.

## MANAGEMENT OF MOBILE PHONES AND OTHER ELECTRONIC DEVICES

When used at a time or in a way which is restricted, the mobile telephone or other electronic device will be a 'prohibited item' banned by the School rules, and subject to the normal rules on seizure, retention or destruction.

A student's device may also be confiscated by the School as a disciplinary sanction for misconduct by the student. In such cases, the device will be retained until it can be collected by the student and/or parent after a period of time agreed by School, this may be up to the end of the current term.

Any use of any electronic device must comply with the School's Acceptable Use Agreement for ICT. Any unauthorised use of any electronic device will be considered to be in breach of the Acceptable Use Agreement for ICT.



## ANNEX 1 - HAMILTON SCHOOL

*The Designated Safeguarding Lead for Hamilton School is:*

Mandy Wilton	Headteacher	<a href="mailto:m.wilton@maidenerleghtrust.org">m.wilton@maidenerleghtrust.org</a>
Jill Corfield	SENDCO	<a href="mailto:j.corfield@maidenerleghtrust.org">j.corfield@maidenerleghtrust.org</a>

Deputies (Also trained as DSL):

Teresa Johnson	School Care Officer	<a href="mailto:schoolcareofficer@hamilton-school.co.uk">schoolcareofficer@hamilton-school.co.uk</a>
George Chatzakis	Deputy Headteacher	<a href="mailto:g.chatzakis@maidenerleghtrust.org">g.chatzakis@maidenerleghtrust.org</a>
Katie Munro-Beeley	Teacher	<a href="mailto:k.munro-beeley@maidenerleghtrust.org">k.munro-beeley@maidenerleghtrust.org</a>

Safeguarding email: [hamsafeguarding@maidenerleghtrust.org](mailto:hamsafeguarding@maidenerleghtrust.org)

A member of our Child Protection team is available from 0815 to 1500 on 01189 375 524. In their absence, these matters will be dealt with by Mandy Wilton, Headteacher.

Outside those hours advice can be sought from 0118 955 3641 (Reading Single point of access team) or 0118 937 3641 (Wokingham Referral and Assessment Team) or, in an emergency and where a child is at risk of harm, the police should also be notified (101 or 999)

The contact number for Reading Borough LADO is: on 0118 937 3555

<http://www.readinglscb.org.uk/information-professionals/managing-allegations-against-staff-volunteers/>

In the event of non-attendance, we will aim to visit students every ten school days both as a safeguarding measure and as a supportive measure to maintain communication between home and school. In the event that we have not been able to see the student we may ask the police to conduct a welfare check on our behalf.

Where the absence is unauthorised, work will NOT be provided and failure to engage with school will result in a referral to the Educational Welfare Service and/or Children's Social Care.

## DESIGNATED GOVERNOR

The designated member of the Local Transition Board is: Mary Davies

## DESIGNATED MENTAL HEALTH LEAD

The designated Mental Health Lead is: Mandy Wilton

## CONTEXT OF HAMILTON SCHOOL

Hamilton School is a "Therapeutic Thinking School". All students at Hamilton School have an Educational Health Care Plan (EHCP) where the primary area of need is identified as Social, Emotional and Mental Health (SEMH).

Hamilton School will:

- Recognise each and every student as an individual, and nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially, and physically.
- Provide a safe environment in which all students are able to express their problems and learn appropriate strategies for dealing with them.

- Meet its statutory obligation of providing a curriculum offer which reflects that of mainstream education (the delivery being modified to meet the needs of the individual students as appropriate).
- Operate within a caring and therapeutic ethos, thus developing a feeling of self-worth.
- Treat students with respect and dignity, and work in partnership with parents/carers in the education of the student;
- Assist students in developing an understanding of society through providing a comprehensive enrichment programme including developing skills for life, employability skills and preparation for adulthood.
- Develop emotionally and socially intelligent young people so as to equip each student with the skills required for success with their transition from Hamilton to the world of work or College.

## ANNEX 2: APPROPRIATE BEHAVIOUR AND PROFESSIONAL BOUNDARIES

- Abide by the staff Code of Conduct at all times and model professional standards at all times representing the school directly or indirectly.
- 1:1 meetings with students should be in a room with visual access to others
- Keep doors open, at least slightly, when meeting with a student alone
- Do not have out of school relationships with students (Facebook, texting, emailing).
- Make sure you have read and signed the Acceptable Use Policy and that you have read and signed for Part 1 (and Annex A) of the most up to date Keeping Children Safe in Education (2019)
- Ensure your privacy settings are high on Facebook – get someone to check if you're not sure.
- Do not give students a lift home. Students may only be transported with two members of staff and where the driver is insured for Business Use.
- Do not use student toilets
- Talk to your line manager if ever you feel something you said or did could have been misconstrued.
- If a student is missing from your lesson and has previously been in school the office should be notified.
- All visitors to school must sign in at reception. No-one should be alone with students unless they have undergone a DBS check and local safeguarding training. Those authorised on site during the school day can be identified through their school uniform, their lanyard or their badge.
- Do not physically block or prevent students from passing through corridors/doorways
- Staff and visitors are all expected to wear lanyards on site at all times
- Staff should challenge any adult on site that they do not recognise
- It is not illegal for members of staff to touch a student. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a student, or demonstrating techniques in music or physical education, it may be appropriate for staff to touch a student.

## ANNEX 3: INDICATORS OF ABUSE AND NEGLECT

There are four kinds of abuse and neglect: Physical Abuse, Emotional Abuse, Neglect and Sexual Abuse.

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

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

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and is covered on pages 5 and 6 of this document.

## ANNEX 4: CHILD PROTECTION INFORMATION

### CSE – Child Sexual Exploitation

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

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through tutorial programme, assemblies and visiting speakers and in curriculum time. They learn about keeping themselves safe and what to do if they have a concern.

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of CSE are reported to the police and social services.

### County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Actions are:

- Assemblies delivered to explain the dangers of becoming involved in County Lines type activity.
- School works with local police force and other agencies.
- Staff raise concerns with the school's DSL.

### ***Potential Indicators of CSE and involvement in County Lines***

- *Acquisition of money, clothes, mobile phones etc without plausible explanation;*
- *Gang-association and/or isolation from peers/social networks;*
- *Exclusion or unexplained absences from school, college or work;*
- *Leaving home/care without explanation and persistently going missing or returning late;*
- *Excessive receipt of texts/phone calls;*
- *Returning home under the influence of drugs/alcohol;*
- *Inappropriate sexualised behaviour for age/sexually transmitted infections;*
- *Evidence of/suspicious of physical or sexual assault;*
- *Relationships with controlling or significantly older individuals or groups;*
- *Multiple callers (unknown adults or peers);*
- *Frequenting areas known for sex work;*
- *Concerning use of internet or other social media;*
- *Increasing secretiveness around behaviours; and*
- *Self-harm or significant changes in emotional well-being.*

## **FGM – Female Genital Mutilation**

**Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.**

It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime. FGM is prevalent in Africa, the Middle East and Asia. In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through assembly and our PSHE/SMSC programme.

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of FGM are reported to the police and social services.
- Where a case of FGM is identified in a girl under the age of 18, teachers are legally required to make a report to the police under the FGM mandatory reporting duty.

## **Online Safety**

Protecting young people properly means thinking beyond the traditional school environment. Online bullying and grooming are both very harmful to young people and we want to ensure that this does not happen on our network or equipment but also that students understand how to recognise it happening and protect themselves against it.

Grooming is a word used to describe how people who want to sexually harm children and young people get close to them, and often their families, and gain their trust. Online grooming may occur by people forming relationships with children and pretending to be their friend.

Radicalisation is a form of grooming, but for the purposes drawing young people into extremist or terrorist behaviours, or to encourage them to enter into abusive relationships with extremist individuals or groups.

Actions are:

- Staff and students are all asked to sign acceptable use policies.
- The IT network has appropriate security settings in place which are checked annually.
- The school has monitoring software which is used to check activity on the network.
- Cyber-safety is taught through ICT and PSMSC.
- Staff and students raise any concerns they may have with the school's DSL who in turn will seek advice from outside agencies should the need arise.
- Cases or suspected cases of grooming and/or online abuse are reported to the police and social services.

## **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

A marriage must be entered into with the free and full consent of both parties. An arranged marriage is not the same as a forced marriage.

In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. In some case people may be taken abroad without knowing that they are to be married. When they arrive in that Country, their passport(s)/travel documents may be taken to try to stop them from returning to the UK.

Staff training and information is disseminated through our Child Protection Training and in updates.

Students learn about this through the tutorial programme, assemblies and visiting speakers and in curriculum time. They learn what to do if they have a concern where to go to get help if they need it (in school and in the community).

Actions are:

- Staff and students raise any concerns they may have with the school's DSL.
- Cases or suspected cases of forced marriage are reported to the police and social services.

## **Extremism/Radicalisation**

Extremism is defined as:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for students and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Students learn about this through a broad and balanced tutorial programme, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. They also learn how to keep themselves safe and where to go to get help if they need it (in school and in the community).

Actions are:

- Staff and students raise any concerns they may have with the school's DSL who in turn will seek advice from outside agencies should the need arise.
- Cases or suspected cases of radicalisation or extremism are reported to the local Prevent Officer and social services.