



Bracknell Forest Council Safeguarding and Child Protection Policy



Uplands Primary School and Nursery

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| Date reviewed by School | 7 September 2020 | | |
| Date ratified by FGB | 15 September 2020 | Version ratified | V1 |
| Date for next review | September 2021 | | |

This policy has been adopted, in full, by Uplands Primary School and Nursery. There are areas of the document that require additional information to ensure the policy matches school procedure and states nominated individuals. Where edits and additions occur (aside from the inclusion of the school's name), the text will be in green. The Governing Body of Uplands Primary School and Nursery have delegated responsibility to the Headteacher to update this policy as official updates occur during the year.

RECORD OF AMMENDMENTS SINCE RATIFICATION:

| What has changed? | When? | By who? |
|---|--------------|----------------|
| Addition: COVID-19 addendum to Safeguarding Policy (Appendix 1) | 30.08.20 | PS |
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CONTEXT

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

An addendum of the Safeguarding and Child Protection policy was developed to reflect this period (March 2020).

It is the Government intention for all pupils, in all year groups, to return to school full-time from the beginning of the autumn term. This policy now reflects this return and the March 2020 addendum has ceased. The school does however recognise the impact of Covid-19 on our pupils and their families, in particular with regards to their Social, Emotional and

Mental Health Needs. Staff are aware of these increased vulnerabilities and also the increased likelihood of disclosure from children following this period away from school.

INTRODUCTION

Uplands Primary School and Nursery is fully committed to safeguarding its pupils and has an ongoing culture of vigilance.

The school recognises the responsibility it has under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day-to-day contact with pupils and direct work with families, staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Social Care.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school, including attendees of any school run holiday/after school provision. Our policy applies to all school staff, teaching and non teaching, paid and unpaid, including governors. Teaching assistants, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

This policy is written in the recognition that Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board expectations.

In addition to the Berkshire Child Protection Procedures, it is an expectation that all Bracknell Forest Schools follow the Statutory Guidance 'Working Together to Safeguard Children' (2018) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (September 2020). Uplands Primary School and Nursery ensures that all staff have read and understood Part 1 and Annex A of the 'Keeping Children Safe in Education' guidance.

LOCAL CONTEXT

Uplands Primary School and Nursery is a Bracknell Forest School situated in the Sandhurst of the Borough. Sandhurst is a generally middle-class area with a high white-British community. There are a growing number of families from other nationalities in the area, particularly in the last 3 years. There are some social housing areas, which create diversity in the area and add to the dynamic of our school community.

The current safeguarding priorities for the Bracknell Forest Safeguarding Board are as follows:

1. Ensure the effectiveness of the arrangements to provide early help
2. Ensure the effectiveness of the safeguarding arrangements for disabled children
3. Ensure that children and young people are protected from 'online' risks
4. Ensure the effectiveness of services promoting children's emotional wellbeing
5. Implement learning to ensure effective practice

Uplands Primary School and Nursery ensures these priorities are embedded into safeguarding practice within the school.

There are four main elements to our policy:

1. **PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A)
3. **SUPPORTING VULNERABLE CHILDREN** those who may have been abused or witnessed violence towards others.
4. **PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN**

1.0 PREVENTION

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 The school will therefore:

establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to
- 1.3 ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate
- 1.4 include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help
- 1.5 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills
- 1.6 Keep up to date with key issues within Safeguarding, including Child Sexual Exploitation, County Lines, Extremism and Radicalisation, Sexting and Peer on Peers abuse. We will support children at an appropriate level to recognise the abuse and grooming behaviours associated with these issues.

2.0 PROCEDURES

- 2.1 We will follow the procedures set out in the Berkshire Child Protection Procedures. A copy of these procedures can be found on <http://berks.proceduresonline.com>
- 2.2 **The Designated Senior Lead for Child Protection is Mr Phil Sherwood (Headteacher)**
- 2.3 **The Deputy Designated Lead is Mrs Ruth Deacon (Deputy Headteacher)**

- 2.4 **The following members of staff have also received the Designated Person training:**
- Mrs Cath Mileman (Key Stage 2 Leader and Teaching Development Leader)
 - Mrs Becky Paget (Key Stage 1 and EYFS Leader)
 - Mr George Archer (Sports Coach)
 - Mrs Sophia Ahmed (Family Support Adviser)
- 2.5 **The nominated governor for Safeguarding and Child Protection is Mr Dan Swanton (who has also attended safeguarding training)**
- 2.6 The Role of the Designated Safeguarding Lead is to:
- Make sure all staff are aware how to raise safeguarding concerns
 - Ensure all staff understand the symptoms of child abuse and neglect
 - Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
 - Attend multi agency meetings as required
 - Monitor children who are the subject of child protection and child in need plans
 - Maintain accurate and secure child protection records
- 2.7 The School will:
- ensure the designated safeguarding lead has lead responsibility for child protection in the school. These responsibilities as set out above are reflected in their job description.
- 2.8 ensure there is a deputy designated need who can fulfil the role of the designated lead in their absence. These responsibilities are reflected in their job description.
- 2.9 ensure both the lead and deputy have undertaken, as a minimum, the ‘Targeted’ level child protection training course run by representatives of the local authority or other approved provider.
- 2.10 ensure that this training is updated every two years in accordance with guidance
- 2.11 ensure the continued professional development of the designated and deputy designated through at least annual update training (including network meetings and briefings)
- 2.12 recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need
- 2.13 ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction. In addition to the inclusion of the information in our Staff Handbook, Supply Handbook, Volunteer Handbook and Work Experience Handbook, reference to the designated members of staff is displayed in every classroom and in all hallways. The information is also clearly displayed in the school office and entrance hall/reception area. The handbooks and induction process that is conducted by the Deputy Headteacher also ensures all staff members and other adults who will come into contact with the children (e.g. volunteers) are made aware of the

procedures for passing on concerns, as well as procedures for missing children. Report Forms are also available from the cabinet in the staff room and the 'TLC' book is in the staffroom to communicate key messages to staff. This is only seen by staff and any highly sensitive or confidential issues will have a message in the book asking any relevant staff to see a designated safeguarding officer. Our staff are all trained in using MyConcern, an online safeguarding and reporting tool.

- 2.14 ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix B)
- 2.15 ensure there is a nominated governor for safeguarding and child protection who has undertaken appropriate training. **Our school governor is noted in section 2.5.**
- 2.17 ensure every member of staff and every governor knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the local Child Protection Procedures
- 2.18 ensure that every member of staff has read and understood Part 1 and Annex A of the DfE 'Keeping Children Safe in education' statutory guidance and the school Code of Conduct
- 2.19 provide Child Protection training for **all** staff from the point of their induction which is updated regularly throughout the year, with annual updates and full refresher training every three years as a minimum. This schedule will ensure all staff are confident about:
- the school's legislative responsibility
 - their personal responsibility
 - the school's policies and procedures
 - the need to be alert to the signs and indicators of possible abuse, including child sexual exploitation, female genital mutilation, extremism and radicalisation, grooming, county lines and sexting
 - the need to record concerns
 - how to support and respond to a child who discloses abuse
- 2.20 provide ongoing continuous professional development around safeguarding and child protection matters with regular opportunity for update briefings and discussion (at least annually)
- 2.21 ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed whistle-blowing policy
- 2.22 ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus and on the website

- 2.23 ensure that this policy is available publicly either via the school website (www.uplandsprimaryschool.com and/or www.uplandsberkshire.com) or on request. All staff have access to a copy of the policy and related documents on the shared OneDrive account, and staff may speak to the designated officers if they require an additional copy of the policy.

3.0 Reporting Concerns

- 3.1 Staff are aware if they have any concerns about a child's welfare, they should act on them immediately.
- 3.2 The attached flowchart for raising concerns about a child (Appendix C) sets out the process staff follow
- 3.3. Staff are aware that any verbal discussions about concerns must be put into writing and recorded appropriately

4.0 Liaison with Other Agencies

- 4.1 The school will:

work to develop effective links with relevant services to promote the safety and welfare of all pupils

- 4.2 co-operate as required, in line with the DfE Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2019), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups

- 4.3 notify Children's Social Care immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan

5.0 Record Keeping

- 5.1 The school will:

keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately. This information is kept securely via our online safeguarding reporting tool, MyConcern.

- 5.2 ensure all records are kept securely, separate from the main pupil file, and in a locked location

- 5.3 ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools. These will be sent in a separate sealed

envelope from the file and marked for the attention of the Designated Child Protection Lead.

6.0 Confidentiality and information sharing

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

6.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents to see child protection requests, they will refer the request to the Designated Person or Headteacher / [Deputy Headteacher](#).

The Data Protection Act 2018 incorporates the General Data Protection Regulations 2018 requirements into English law.

6.3 The school will:

ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Children's Social Care as required.*

* Information sharing: Guidance for practitioners and managers is available from Department of Education.
www.education.gov.uk

6.4 ensure that the Headteacher or Designated Person will only disclose any information about a pupil to other members of staff on a 'need to know' basis, including Domestic Abuse notifications

6.5 make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children

6.6 ensure staff are clear with children that they cannot promise to keep secrets.

7.0 Communication with Parents/Carers

7.1 The school will:

ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website [and via our Parent Handbook](#).

7.2 undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

8.0 SUPPORTING VULNERABLE CHILDREN

- 8.1 We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support.
- 8.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.
- 8.3 We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

9.0 The school will support the pupil through:

- 9.1 Curricular opportunities to encourage self-esteem and self-motivation
- 9.2 An ethos that actively promotes a positive, supportive and safe environment and values the whole community
- 9.3 The school's behaviour policy and equality policy will support vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- 9.4 Liaison with agencies which support the pupil such as the Behaviour Support Team, Children's Social Care, Child and Adolescent Mental Health Services or other agencies as deemed appropriate.
- 9.5 A commitment to develop productive and supportive relationships with parents/carers
- 9.6 Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers
- 9.7 Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Berkshire LSCB Child Protection Procedures
- 9.8 Ensuring when a child who is subject to a child protection or child in need plan leaves, information is transferred to the new school immediately. The Named Social Worker will also be informed.
- 9.9 When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance. The Education Welfare Service and Children's Social Care will be informed if a child is subject to a Child Protection Plan or there have been ongoing concerns.

10.0 Contextual Safeguarding

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

- 10.2 This is recognised as contextual safeguarding, which simply means assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- 10.3 Such an approach enables any assessment to consider all the available evidence and the full context of any concerns.

11.0 Private Fostering

- 11.1 Private fostering occurs when a parent (or someone with parental responsibility) makes an arrangement for their child or children to be cared for by someone else. The person looking after their child or children is known as the private foster carer.
- 11.2 A private fostering arrangement occurs when:
- a child (someone younger than 16 years or 18 years in the case of a child with disabilities) is planned to be cared for, or has already been cared for, by someone else for 28 consecutive days or more
 - the person who will care for them is not a parent, grandparent, brother, sister, aunt, uncle, step-parent or an approved foster carer
- 11.3 School staff are aware to be vigilant for any potential private fostering arrangements. If an staff member becomes aware of a private fostering arrangement, they will refer this to the Designated Lead who will ensure children's social care are aware.

12.0 Substance Misuse and Child Protection

- 12.1 The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:
- 12.2 When there is evidence or reasonable cause:
- to believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual harm or exploitation
 - to believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults
 - where the misuse is suspected of being linked to parent/carers substance misuse.

13.0 Children of Substance Misusing Parents/Carers

- 13.1 Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.
- 13.2 When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.
- 13.3 This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children

- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

14.0 Domestic Abuse

- 14.1 Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.
- 14.2 Head Teachers are notified by the Local Authority Safeguarding and Inclusion Manager of Domestic Abuse incidents where the police have been called and that involve children and young people on their school roll. Notifications are also received from Thames Valley Police through Operation Encompass. The school will take appropriate action to ensure these children and young people are closely monitored and any concerns are referred appropriately.

15.0 Female genital mutilation (FGM)

- 15.1 Female genital mutilation includes procedures that intentionally alter or injure the female genital organs for non-medical reasons. It is a form of abuse that does occur in the UK.
- 15.2 FGM is carried out on children between the ages of 0–15. It is extremely harmful and has short and long term effects on physical and psychological health.
- 15.3 FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.
- 15.4 The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy.
- 15.5 At [Uplands Primary School and Nursery](#), we have a mandatory duty to report concerns we have about girls thought to be at risk of FGM to the police. We will also notify social care
- 15.6 The Designated Person will make appropriate and timely referrals to the Police and Social Care if FGM is suspected or disclosed. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

16 Child Sexual Exploitation (CSE)

- 16.1 *'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.' (Definition as used in Statutory guidance)

- 16.2 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.
- 16.3 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.
- 16.4 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 16.5 School will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a child or young person may be at risk of sexual exploitation. School may also consult with the Childrens Specialist Support Exploitation Team if required.
- 16.6 The designated child protection lead will attend the 'Exploitation and Missing Risk Assessment Conference (EMRAC) Meeting' if a child from the school is being discussed as a result of a completed risk assessment tool.

17.0 Extremism and Radicalisation

- 17.1 In the government guidance for England Keeping Children Safe in Education radicalisation is defined as 'the process by which a person comes to support terrorism and forms of extremism' (DfE, 2019).
- 17.2 There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. We strive to ensure our pupils see the school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.
- 17.3 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our pupils.
- 17.4 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 children and of young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.
- 17.5 We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of

difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

- 17.6 We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- 17.7 Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Equality Policies for pupils and the Code of Conduct for staff.
- 17.8 As part of wider safeguarding responsibilities school staff will be alert to:
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
 - Graffiti symbols, writing or art work promoting extremist messages or images
 - Pupils accessing extremist material online, including through social networking sites
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance
 - Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
 - Pupils voicing opinions drawn from extremist ideologies and narratives
 - Use of extremist or 'hate' terms to exclude others or incite violence
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
 - Attempts to impose extremist views or practices on others
 - Anti-Western or Anti-British views
- 17.9 Our school fully understands its duties under the Counter Terrorism and Border Security Act (2019) and the 'Prevent Duty'. [Uplands Primary School and Nursery](#) will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation ([see Appendix E](#)). In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

18.0 Honour Based Violence

- 18.1 Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community
- 18.2 It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

18.3 Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- being held against your will or taken somewhere you don't want to go
- assault
- Forced Marriage (see 19.0)

18.4 Staff know to pass on any concerns to the Designated Safeguarding Lead.

19.0 Forced Marriage

19.1 A forced marriage is when someone is made to marry another person who they don't want to. Forced marriages can happen in secret and can also be planned by parents, family or religious leaders. It may involve physical abuse, sexual abuse or emotional abuse.

19.2 A forced marriage is different from an arranged marriage. In an arranged marriage, people have a choice about whether they get married or not. Arranged marriages are a cultural tradition for many people, but forced marriages are an abuse of human rights

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

20.0 SEXTING

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

20.2 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

20.3 'Sexting' is often seen as 'flirting' by children and young people who feel that it's a part of normal life.

20.4 'Sexting' can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress.

20.5 'Sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

- 20.6 **Uplands Primary School and Nursery** has due regard for the UKCCIS Guidance: Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (Jan 2017)
- 20.7 The school will ensure that the risks associated with this issue are discussed with children on a regular basis as part of the curriculum around e-safety.
- 20.8 Where the school becomes aware of ‘Sexting’ that has occurred and involves a child or children from the school, parents will be notified and Social Care contacted where appropriate.
- 21.0 Sexual violence and sexual harassment between children and peer on peer abuse**
- 21.1 **Uplands Primary School and Nursery** is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.
- 21.2 The school has due regard for the DfE document: Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- 21.3 When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- 21.4 Upskirting is a recognised form of sexual harassment. This typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 21.5 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- 21.6 **Uplands Primary School and Nursery** is clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- 21.7 Through the PSHE curriculum, the school delivers a programme of Sessions to challenge this issue. These include:
- healthy and respectful relationships;
 - what respectful behaviour looks like;
 - consent;
 - gender roles, stereotyping, equality;
 - body confidence and self-esteem;
 - prejudiced behaviour;
- 21.8 Where the school becomes aware of any instances of Sexual violence and sexual harassment this will be dealt with in line with the behaviour policy and parents will be notified, unless advised otherwise by Social Care. Social Care will be contacted in line with child protection procedures.

- 21.9 The school recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be dealt with seriously and equally
- 21.10 Peer on peer abuse takes many forms including bullying, physical harm, sexual harm and harassment, sexting, upskirting and may involve initiation type rituals as seen in gang activity. Each of these forms of abuse are described in more detail in the wider policy.

22.0 Gang Activity

- 22.1 Children and young people involved with, or on the edges of gangs, might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations
- 22.2 There are lots of reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.
- 22.3 For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.
- 22.4 **Uplands Primary School and Nursery** takes gang activity seriously and will respond to concerns about gang membership through multi agency working and appropriate referrals which may include Youth Offending Service, Police and Children's Social Care.
- 22.5 Staff are aware to consider violent behaviours as being potential gang initiation rituals and consider this risk as part of any investigation into violent incidents.

23.0 County Lines and Criminal Exploitation

- 23.1 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.
- 23.2 Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.
- 23.3 When children present with risk indicators that could be associated to criminal exploitation, school will complete a Criminal Exploitation Risk Assessment Tool and refer to Children's Social Care. School may also consult with the Childrens Specialist Support Exploitation Team if required.
- 23.4 The designated child protection lead will attend the 'Bracknell Forest Exploitation Risk Assessment Meeting' if requested to do so.

24.0 Fabricated and Induced Illness

- 24.1 Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.
- 24.2 There are four main ways of the carer fabricating or inducing illness in a child:
- Fabrication of signs and symptoms, including fabrication of past medical history;
 - Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
 - Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
 - Induction of illness by a variety of means.
- 24.3 Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.
- 24.4 In cases of suspected Fabricated and Induced Illness **Uplands Primary School and Nursery** will work closely with other agencies to ensure information is shared appropriately and in a timely manner.
- 24.4 Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care.

25.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 25.1 The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government statutory guidance 'Keeping Children Safe in Education' (2019) and the Local Authority's Safer Recruitment Toolkit.
- 25.2 **The following members of staff have undertaken Safer Recruitment training:**
- **Mr Phil Sherwood (Headteacher)**
 - **Mrs Ruth Deacon (Deputy Headteacher)**
 - **Mrs Michele Parrett (SENDCo)**
- The school keeps a record of the month in which training was completed, to ensure staff stay up to date with training.**
- 25.3 Any allegation of abuse made against a member of staff will be reported straight away to the Head Teacher or Principal. In cases where the Head Teacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix D.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 25.4 The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or where there are concerns about the practice of a staff member. The school will adhere to the relevant procedures set out in Keeping Children Safe in Education.

- 25.5 The Head Teacher or Chair of Governors will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. The Head Teacher or Chair of Governors **will not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 25.6 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 25.7 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 25.8 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 25.9 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Schools Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 25.10 The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 25.11 The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

26.0 OTHER RELATED POLICIES AND PROCEDURES

Physical Intervention (Procedure)

Racist Incidents (within Behaviour Policy)

Health and Safety

E-Safety and Acceptable Use (within E-Safety and Computing Policy)

Intimate Care Policy (Procedure)

Whistleblowing

Complaints procedure

Behaviour

Equality

Attendance

Holiday Club Complaints Procedure

Holiday Club Code of Conduct

Holiday Club Behaviour

Holiday Club Collection, Walking/cycling to and from Holiday Club and Non-Collection Procedures

Holiday Club Equal Opportunities

27.0 Use of Mobile Phones Policy

- 27.1 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document ([our E-Safety and Computing Policy](#)) and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students volunteers and parents/carers.

27a Use of Social Media Policy

- 27a1 Our policy on the use of social media and personal publishing (staff) is set out in our [E-Safety and Computing Policy](#) and is reviewed annually. As educators, teaching staff, non-teaching staff and governors have a professional image to uphold, and how they conduct themselves online helps determine this image. Recommendations have been made to support the safe use of social networking sites.

28.0 Children with Special Educational Needs

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

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

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

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

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

29.0 GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 29.1 The governing body fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children.

It will:

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

30.0 Extended Schools and Before and After School Activities (on or off school site)

- 30.1 If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 30.2 Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

31.0 Staff relationships with children/pupils and parents/carers

- 31.1 Staff must maintain professional boundaries with pupils appropriate to their position and must always consider whether their actions are warranted, proportionate, safe and applied equitably. Staff should act in an open and transparent way that would not lead any reasonable person to question their actions or intent. Staff should think carefully about their conduct so that misinterpretations are minimised.
- 31.2 Staff must not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. If a young person or their parent/carers seek to establish social contact, you should exercise your professional judgement in making a response and be aware that such social contact could be misconstrued.
- 31.3 Staff must not develop personal relationships with pupils or their parents/carers that are known to them solely through their professional life.
- 31.4 Working Together to Safeguard Children¹ defines sexual abuse as '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)'.
- 31.5 Staff should be mindful of section 16 of The Sexual Offences Act 2003.

- 31.6** Staff must not make sexual remarks to a pupil, discuss their own sexual relationships with, or in the presence of, pupils or discuss a pupil's relations sexual relationships in an inappropriate setting or context.

- 31.7** Contact with pupils and parents/carers should be through Uplands Primary School and Nursery's official channels e.g. school email addresses and home/school link books. Personal phone numbers, email addresses or communication routes via all social media platforms should not be used and staff should not share their home address with pupils or their parents. The exception to this would be if a member of staff has a child at the school and is contacting the parent regarding play dates etc. If contacted via an inappropriate route, the member of staff must inform the Head Teacher immediately.

- 31.8** Staff at Uplands Primary School and Nursery must not accept friend invitations or become friends with any pupil or parents/carers of Uplands on any social media platform unless they know them personally and not through their professional life. Staff should also refrain from following the Twitter or other similar social media accounts of pupils or their parents. Staff must read the school's E-Safety and Computing Policy carefully and follow all advice and guidance contained within it.

| | |
|------------------------------------|-----------------------------|
| This policy was ratified on | see PAGE 2 of this document |
| and will be reviewed on | see PAGE 2 of this document |
| Signed by the Headteacher | see PAGE 2 of this document |
| Chair of Governors | see PAGE 2 of this document |
| Designated Person (if appropriate) | see PAGE 2 of this document |

Four categories of abuse

Physical Abuse - 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.

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.

It may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to a child’s basic emotional needs

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child’s emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- ‘making fun’ of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment 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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Useful Contacts and links to further guidance

Bracknell Forest Council Education Safeguarding Manager Tel: 01344 354014

Bracknell Forest Multi Agency Safeguarding Hub Tel: 01344 352005

Local Authority Designated Officer (LADO) Tel: 01344 351572

Emergency Duty Team (Out of hours) Tel: 01344 786543

Working Together to Safeguard Children (July 2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

DfE Keeping Children Safe in Education (September 2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

DfE Sexual violence and sexual harassment between children in schools and colleges (May 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

UKCCIS Guidance: Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (Jan 2017)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

DfE Teaching Online safety in Schools (June 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

UKCCIS Education for a Connected World (Feb 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF

Home Office Criminal Exploitation of children and vulnerable adults: County Lines guidance (Sep 2018)

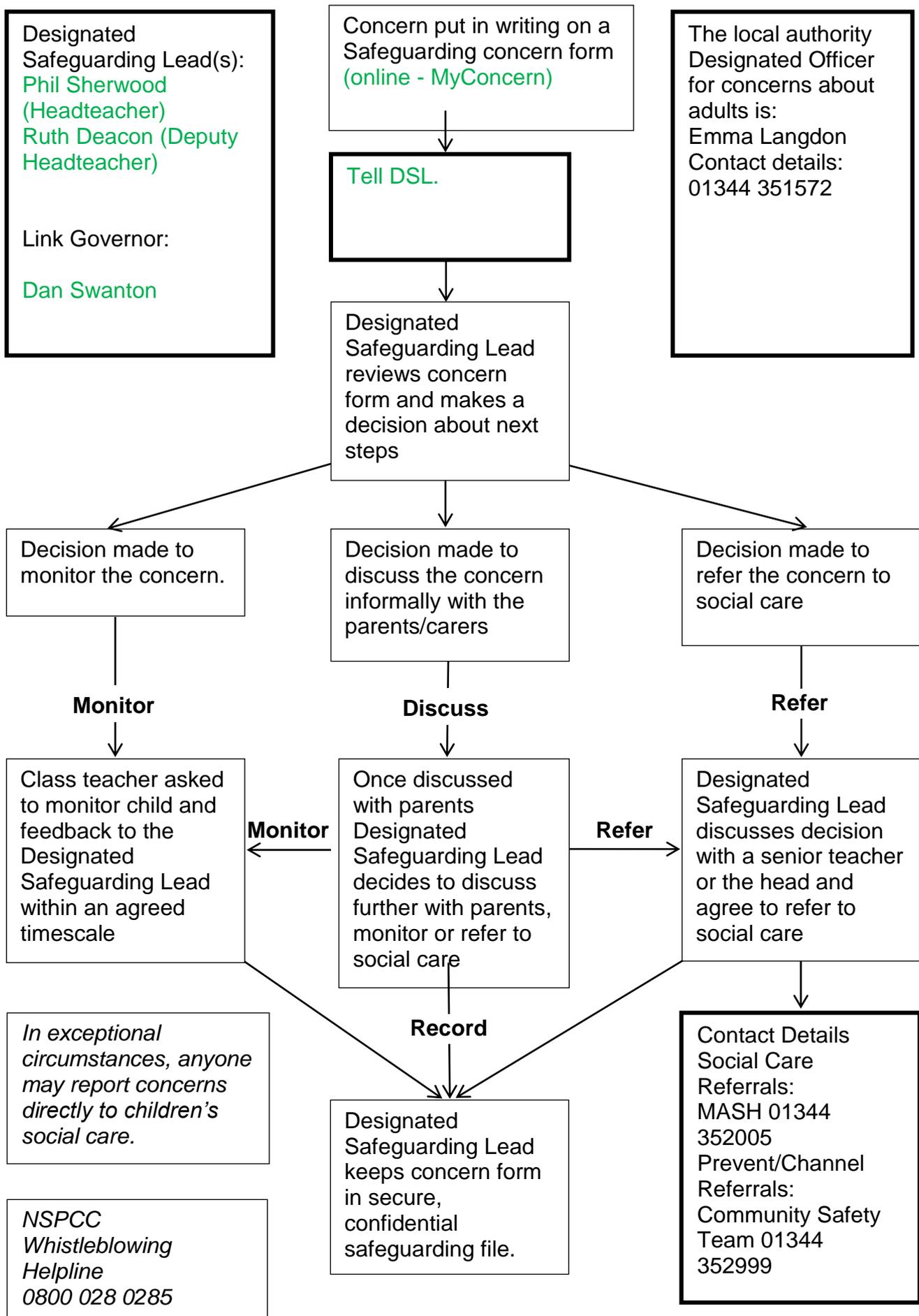
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf

Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) –

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800306/6-1914-HO-Multi_Agency_Statutory_Guidance.pdf

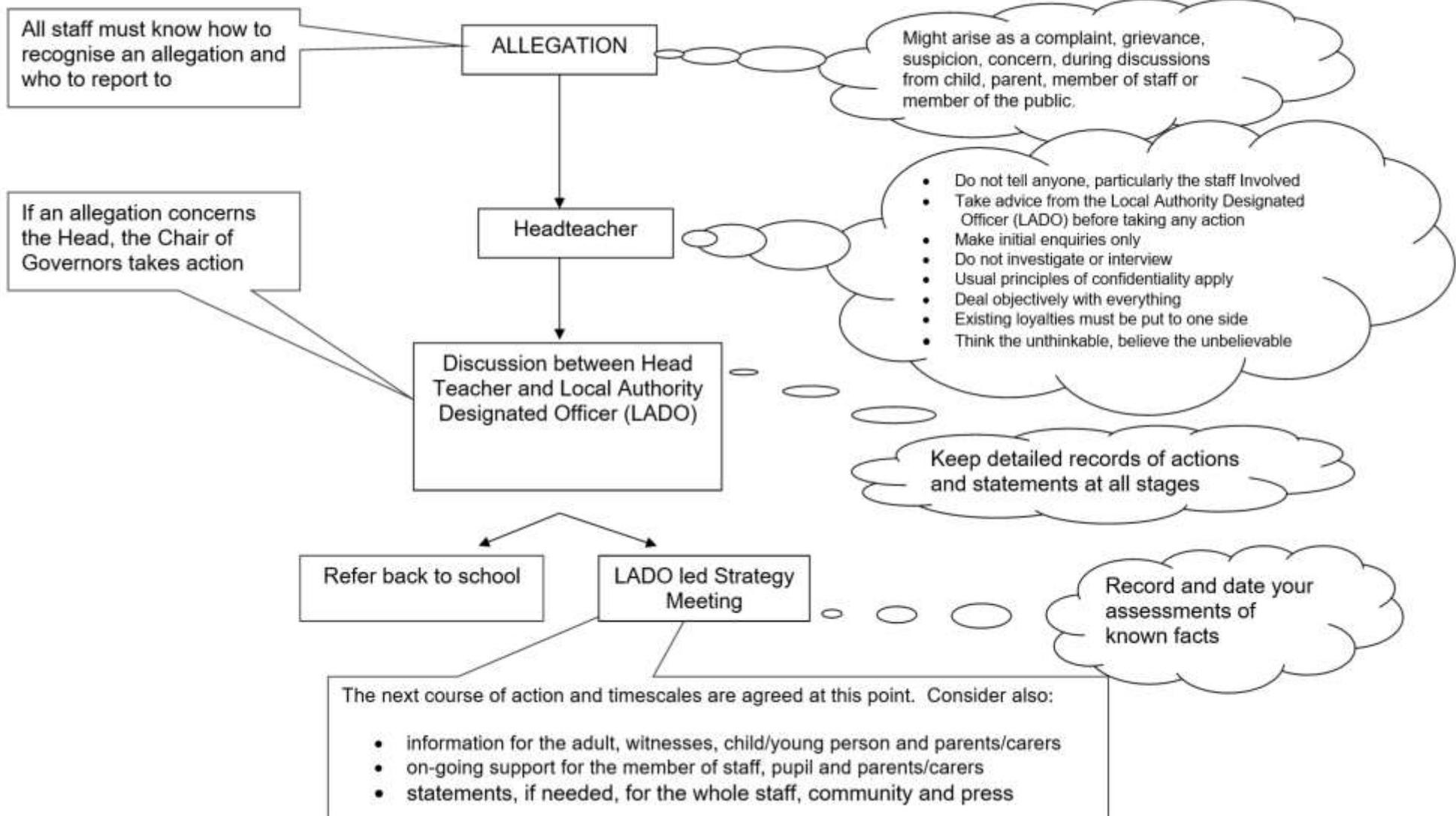
Berkshire Child Protection Procedures – <http://berks.proceduresonline.com/>

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Managing an Allegation Against a Member of Staff in your Establishment

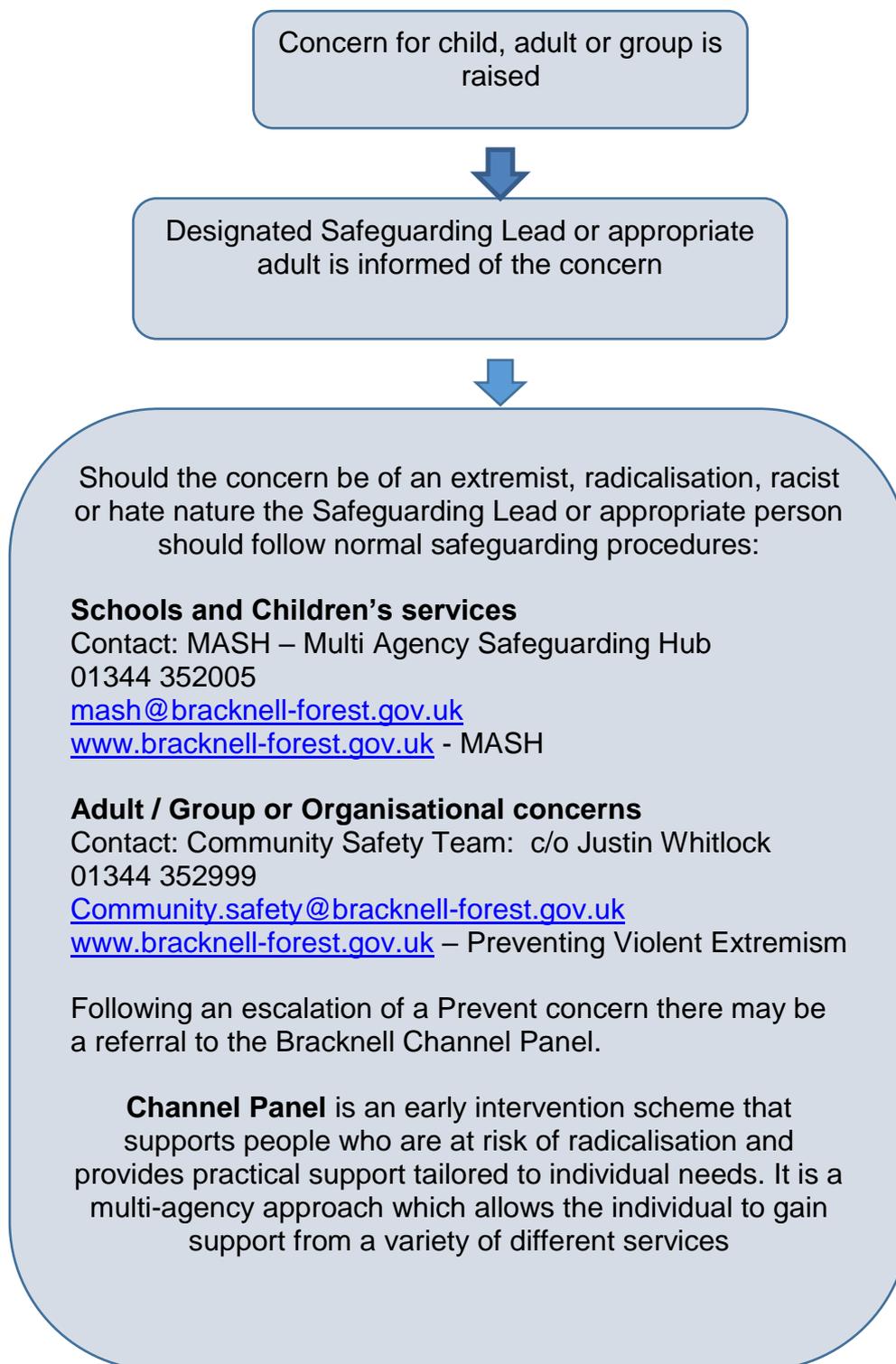
Appendix D



Appendix E

Prevent “Safeguarding” Referral Pathway: Bracknell Forest

Prevent – To deter people supporting terrorism or becoming a terrorist.
A multi-agency approach to support individuals in a proportionate manner.



Useful resources and additional information:

- All reported concerns to Thames Valley Police are made and managed in confidence
- You can contact Thames Valley Police via 101 for non-emergencies.
- 999 calls should only be made in an emergency when there is an urgent case only; this means direct threat to the protection of life and property.
- You can contact your local police neighbourhood team via the Thames Valley Police website.
www.thamesvalley.police.uk
- Prevent Team at Thames Valley Police
preventreferrals@thamesvalley.pnn.police.uk

Other reporting and advice.

Confidential Anti-Terrorism Hotline –0800 789 321

www.gov.uk/report-suspicious-activity-to-mi5

www.gov.uk/report-terrorism

**NOTICE
CHECK
SHARE**

ANNEX 1: Addendum to this policy, during the COVID-19 pandemic. This is adapted from a model addendum written by Bracknell Forest Council.



Bracknell Forest Model Policy

COVID-19 school closure arrangements for Safeguarding and Child Protection at Uplands Primary School and Nursery

30th March 2020

School Name: Uplands Primary School and Nursery

Policy owner: Debbie Smith (Safeguarding Our Schools Team Manager)

Date: 30th March 2020

Date shared with staff: 01 April 2020

Date shared with Parents & Carers 01 April 2020

Reviewed for future lockdown/closure: 30 August 2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Uplands Primary School and Nursery Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- Context
- Vulnerable children
- Attendance monitoring
- DSLs
- Reporting a concern
- Safeguarding training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety in schools and colleges
- Children and online safety away from school and/or college
- Supporting children not in school
- Supporting children in school
- Mental health
- Peer on peer abuse
- Support from the Local Authority
- Links to Government guidance

Key contacts

| Role | Name | Contact number | Email |
|--------------------------------------|---------------|------------------------|--|
| Designated Safeguarding Lead | Phil Sherwood | [redacted for website] | Families should contact office@uplandsprimary.org |
| Deputy Designated Safeguarding Leads | Ruth Deacon | [redacted for website] | Families should contact office@uplandsprimary.org |
| Trust or LA Safeguarding Manager | Debbie Smith | [redacted for website] | [redacted for website] |
| Safeguarding Governor / Trustee | Dan Swanton | [redacted for website] | [redacted for website] |

SLT members / those with Targeted Safeguarding Training:

| Role | Name | Contact number | Email |
|---------------------|--------------|------------------------|--|
| Key Stage 2 Leader | Cath Mileman | [redacted for website] | Families should contact office@uplandsprimary.org |
| EYFS and KS1 Leader | Becky Paget | [redacted for website] | Families should contact office@uplandsprimary.org |

1 Vulnerable children

Vulnerable children include those who have a social worker and those children and young people with an education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Uplands Primary School and Nursery will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: **Michele Parrett (SENDCo)**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Uplands Primary School and Nursery will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Uplands Primary School and Nursery or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Uplands Primary School and Nursery will encourage our vulnerable children and young people to attend a school, including remotely if needed.

2 Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Uplands Primary School and Nursery has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon -

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

The school will use the Excel Spreadsheet provided by the department to record attendance. This form will then enable the completion of the Department's daily 'webform' that will send aggregated data back the Department for tracking purposes.

The excel spreadsheet is then sent to the Local Authority daily for monitoring.

If the school has closed, we will complete the return once as requested by the DfE.

Uplands Primary School and Nursery and social workers will agree with parents/carers whether children in need should be attending school – Uplands Primary School and Nursery will then follow up on any pupil that they were expecting to attend, who does not. Uplands Primary School and Nursery will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Uplands Primary School and Nursery will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Uplands Primary School and Nursery will notify their social worker.

3 Designated Safeguarding Lead

Uplands Primary School and Nursery has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: **Mr Phil Sherwood (Head Teacher)**

The Deputy Designated Safeguarding Lead is: **Mrs Ruth Deacon (Deputy Headteacher)**

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection and safeguarding records including any online management system. They will liaise with the offsite DSL (or deputy) and as required liaise with children's social workers. This may include providing access for social workers to see children in school as part of an assessment or required contact.

It is important that all Uplands Primary School and Nursery staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings on a remote basis.

4 Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via electronic systems where appropriate, which can be done remotely.

In the unlikely event that a member of staff cannot access their electronic system from home, they should email the Designated Safeguarding Lead and Headteacher. This should be followed up with a phone call to ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should follow the usual process to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: **Mrs Jane Steadman**

5 Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Uplands Primary School and Nursery, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

The school will seek confirmation that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving schools child protection policy, confirmation of local processes and confirmation of DSL arrangements.

6 Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Uplands Primary School and Nursery will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children

- there is no ongoing disciplinary investigation relating to that individual

Where Uplands Primary School and Nursery are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Uplands Primary School and Nursery will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Uplands Primary School and Nursery will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Uplands Primary School and Nursery will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

7 Online safety in schools and colleges

Uplands Primary School and Nursery will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

8 Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school code of conduct.

Uplands Primary School and Nursery will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- **Staff should record, the length, time, date and attendance of any sessions held.**

9 Supporting children not in school

Uplands Primary School and Nursery is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person. At Uplands, this takes the form of identified families who are contacted by the FSA, SENDCO, DSLs or another designated member of staff and notes are added to the MyConcern system as a 'file note'.

Details of this plan must be recorded on the child's safeguarding file, as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Uplands Primary School and Nursery and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Uplands Primary School and Nursery recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Uplands Primary School and Nursery need to be aware of this in setting expectations of pupils' work where they are at home.

10 Supporting children in school

Uplands Primary School and Nursery is committed to ensuring the safety and wellbeing of all its students.

Uplands Primary School and Nursery will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Uplands Primary School and Nursery will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Uplands Primary School and Nursery will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to any specific needs for each child where appropriate and recorded if necessary.

Where Uplands Primary School and Nursery has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Local Authority Safeguarding our Schools Team.

11 Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. We as a school are aware of this, in particular when considering setting work for pupils where they are at home.

For those pupils where we are already aware of mental health difficulties, we are monitoring these closely and keeping in regular contact.

Where there are emerging mental health difficulties, we encourage parents and carers to share this information with the school in order for us to assess how we may be able to support and advise.

12 Peer on Peer Abuse

Uplands Primary School and Nursery recognises that during the closure, a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions will be recorded on the child's safeguarding file and appropriate referrals made.

13 Support from the Safeguarding our Schools Team (Bracknell Forest)

The Bracknell Forest Safeguarding Our Schools Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes the cascading of guidance, remote meetings with senior leaders as required, telephone and email contact.