



## SAFEGUARDING POLICY

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

There are six main elements to our policy:

Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children;

Raising awareness of safeguarding children and child protection

Equipping children with the skills needed to keep them safe;

Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;

Supporting children who have been abused in accordance with his/her child protection plan;

Establishing a safe environment in which children can learn and develop.

### 1.1 Our Commitment

We are committed to creating and maintaining a safe learning environment for children and young people, identifying where there are child welfare concerns and taking action to address them, in partnership with other agencies. This policy reflects the policies of the Wokingham Safeguarding Children Board (WSCB) who are responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to—

- (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
- (ii) training of persons who work with children or in services affecting the safety and welfare of children;
- (iii) recruitment and supervision of persons who work with children;
- (iv) investigation of allegations concerning persons who work with children;
- (v) safety and welfare of children who are privately fostered;
- (vi) co-operation with neighbouring children's services authorities and their Board partners;



## 1.2 Duties

To provide a safe Environment us coaches will:

Ensure that everyone has appropriate safeguards and supports in place should they choose to raise safeguarding issues, however surprising these may be;

Cultivate an ethos within the schools where all adults feel confident, competent, comfortable and supported to draw safeguarding issues to the attention us coaches and vice versa.

Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;

☐ Ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies;

☐ Ensure all adults working with children are aware of the role of the Wokingham Safeguarding Children Board (WSCB);

☐ Take all reasonable measures to ensure risks of harm to children's welfare are minimised;

☐ Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies;

☐ Ensure robust safeguarding arrangements are in place and embedded in the daily life

☐ Promote pupil health and safety;

☐ Promote safe practice and challenge unsafe practice;

☐ Meet the health needs of children with medical conditions;

☐ Provide first aid



## 2 Responsibilities

We will identify harm and maintain safety by:

- ☐ All coaches have a duty to safeguard children inside and outside the school environment
- ☐ Involving parents and providing advice/guidance regarding safeguarding;
- ☐ Maintaining a child focus and listening to children;
- ☐ Recognising signs of concern, especially with children who may be vulnerable;
- ☐ Documenting and collating information on individual children to support early identification, referral and actions to safeguard;
- ☐ Taking appropriate actions to address concerns about a child's welfare in partnership with other organisations and safeguarding agencies;

## Raising Awareness

- ☐ Working with the schools to ensure that the School's Safeguarding Policy is updated and reviewed annually;
- ☐ Ensuring that, in order to avoid conflict later, parents are aware that referrals may be made and of the role of the School ;
- ☐ Recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ☐ Have a working knowledge of:



☐ Wokingham Safeguarding Children Board (WSCB) Levels of Need and Intervention Thresholds Document

☐ How to make a referral to Wokingham Borough Council Referral and Assessment Team and what to include;

☐ how a child protection case conference is conducted, how to provide a report and be able to attend and contribute effectively to these when required to do so;

☐ Be able to keep detailed, accurate and secure written records of referrals/concerns.

☐ induction training will ensure that staff

o have an overview of the organisation

o understand its purpose, values, services and structure

o are able to recognise/identify signs of abuse which may include:

☐ significant changes in children's behaviour;

☐ deterioration in children's general well-being;

☐ unexplained bruising, marks or signs of possible abuse or neglect;

☐ children's comments which give cause for concern;

☐ any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or

☐ inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.



☐ They personally and other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel.

☐ Allegations against a member of staff are investigated and referred to the LA Local Authority Designated Officer (LADO) if appropriate.

☐ All members of staff who work with children, will undertake a one day Safeguarding training course as a minimum and a one day refresher course every three years;

☐ Temporary staff, volunteers and other regular visitors to the school who work with children are made aware of the school's arrangements for safeguarding and their responsibilities.

## 5 Identifying Concerns

All members of staff must know how to identify and respond to safeguarding or child protection concerns whether they are the result of a direct disclosure or not.

Where a child discloses abuse, they must be familiar with procedures to be followed as below:

If a child chooses to tell someone about alleged abuse, that person will support the child as follows:

☐ Establish the key facts in language that the child understands, using the child's words;

☐ Clarify that no promises will be made to the child e.g. to keep secrets and inform the child that this information will now have to be passed on;



- ☐ Stay calm and be available to listen with the utmost care to what the child is saying;
- ☐ Question normally, without pressurising, using only open questions.
- ☐ Avoid putting words into the child's mouth but note the main points carefully;
- ☐ Re-assure the child that they were right to inform you;
- ☐ Write a full record – signed, dated, timed - of what the child did, said etc.;

## 6 Confidentiality

While it is recognised that all matters relating to safeguarding individual children are confidential, a member of staff, governor or volunteer, if confided in by a pupil, must never guarantee confidentiality to that pupil.

Where there is a Child Protection concern it will be passed immediately to the Senior Designated Person who will contact the Local Authority Designated Officer (LADO) if appropriate- see page 1 for contact details

The parents of the child should be informed immediately unless it is felt that this would not be in the best interests of the child, would place them at further risk or where it is believed a crime may have been committed

The Head Teacher or Senior or Deputy Designated Person of the school involved will disclose personal information about a pupil, including the level of involvement of other agencies, to other members of staff only on a 'need to know' basis.

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

## 7 Records and Monitoring

Any concerns about a child will be recorded in writing within 24 hours. All records must provide a factual, evidence-based account. Accurate recording of actions should be made. Records will be signed, dated and where appropriate witnessed.



Hard copies of records or reports relating to Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. The main pupil file could have, for example, a red C in the top right hand corner to denote the existence of a separate file. Schools may hold some electronic records, for example, a record of concern log or the multi agency referral form or a central list of those pupils who have a child protection plan in place. Authorisation to access these electronic records will be controlled by the Senior Designated Officer.

Records will be kept up to date and reviewed regularly. Original notes will be retained as evidence if there are criminal proceedings arising from current or historical allegations of abuse or neglect.

## 8 Supporting children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- ☐ The content of the curriculum;
- ☐ A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- ☐ Implementation of the school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are nonetheless valued and are not to be blamed for any abuse which has occurred;
- ☐ Liaison with other agencies that support the pupil, such as Social Services, Behaviour Support Service and Education Psychology Service;



## Recruitment

In order to ensure that children are protected whilst at this school, we will ensure that staff carefully selected, screened, trained and supervised.

## Safe Staff

Checks will be undertaken corresponding to Safer Recruitment procedures on all adults working in the school to establish their suitability to work with children. All staff will take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

## Conduct of Staff

We have 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.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the expectations, inherent risks and possible consequences 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;
- ☐ Disclosing personal details inappropriately;
- ☐ Meeting pupils outside school hours or school duties;





- ☐ Making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images  
If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Wokingham Safeguarding Children Board (WSCB) procedures, this will be viewed as misconduct, and appropriate action will be taken.

### Images of Children and Young People

The use of digital images in schools is a complex area and it is recommended that schools have a detailed policy and guidelines that set out what is acceptable in their setting.

- ☐ Parental Permission – We will ensure that appropriate written permissions are obtained before any photographs or videos are used. Where parental permission has not been obtained, or it is known that a pupil should not be photographed or filmed, every reasonable effort should be made to ensure that a pupil's image is not recorded.

### Types of Abuse and neglect

#### Neglect:

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development.

#### Abuse:

A form of maltreatment of a child: Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or 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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### Neglect:

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of adequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### Child Sexual Exploitation:



Child sexual exploitation is a form of child abuse that can affect any child or young person at any time, any place, anywhere, regardless of their gender or their social or ethnic background. Children and young people receive something in return for exchanging sexual activities. It is the exchange which is key: That something could be drugs, alcohol, money or affection, a place to stay or even a toy. Offenders have power over their victims due to their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

#### Female Genital Mutilation:

Female Genital Mutilation (FGM) is a form of physical abuse and refers to all procedures involving partial or total removal of the external female genitalia or other injury for non-medical reasons. The Serious Crime Act received Royal Assent on 3<sup>rd</sup> March 2015 and is effective from 31<sup>st</sup> October 2015. Section 74 of the act imposes a mandatory reporting duty on people who work in a 'regulated profession' in England and Wales to notify police of known cases of FGM. Failure to comply will be dealt with via disciplinary measures, including where appropriate referral to DBS.

Name: Jack Dillon

Date: 1/12/23

TBR: 1/12/24