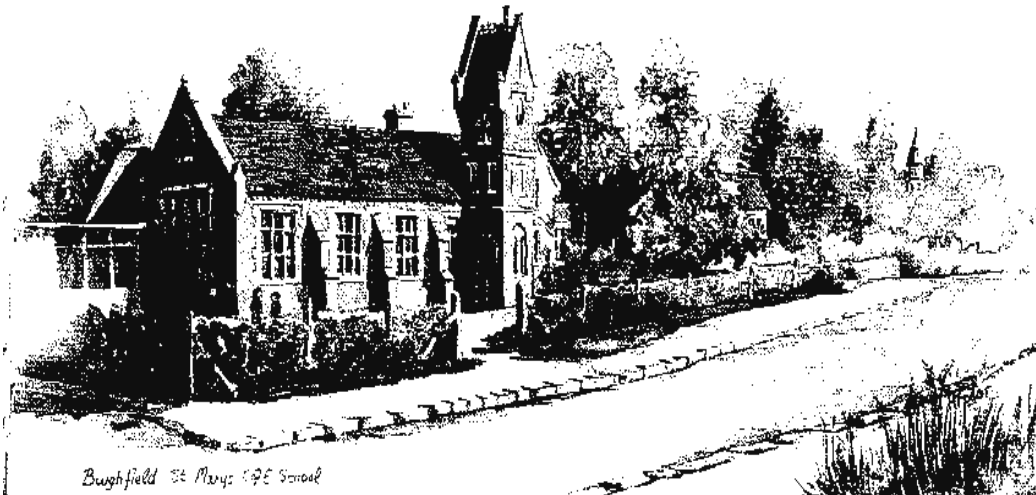


Burghfield St Mary's C of E Primary School



Burghfield St Mary's C of E School

CHILDRENS POLICY

'a caring Christian learning environment that inspires'

Children's Policy

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Management of policy

Governing Body: The Governing Body reviews this policy annually but may do so earlier in the light of new Government regulations, receipt of recommendations on how it might be improved, or to take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Approval: Approved by the Governing Body on 24th May 2021

Next review due: At Governing Body's discretion

Section 1. Key Contacts.

Key Contact list for Safeguarding in Burghfield St Mary's Primary School.

Role	Name	Telephone	Email
Designated Person	Antony Gallagher	0118 9836387	agallagher@burghfield.w-berks.sch.uk
Deputy Designated Person	Karen Carmichael	0118 9836387	kcarmichael@burghfield.w-berks.sch.uk
Safeguarding Governor	Geri Briggs	07500 900984	geribriggs@aol.com
SEND Governor	Gemma Toms		

Key Contacts within the Local Authority

Berkshire LSCB Procedures: http://berks.proceduresonline.com/chapters/p_app_three.html

	Name	Address	Telephone contact	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only contact number: 01635 503190 Parents only Contact number: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	child@westberks.gov.uk
Prevent Officer Thames Valley Police	Prevent officer	Reading Police Station Castle Street Reading RG1 7TH	07800702319 01189636349	Preventreferrals@thamesvalley.pnn.police.uk
Building Communities	Susan Powell	CEO & support West Berkshire Council 20 Mill	(01635) 264703 07881 856801	susan.powell@westberks.gov.uk

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Together Team Manager and PREVENT Lead, WBC		Lane Newbury RG14 5QU		www.westberks.gov.uk
Service manager for early years, vulnerable learners and families	Avril Allenby	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519044	Avril.Allenby@westberks.gov.uk
Principal Education Welfare and Safeguarding Officer, and PREVENT Link for Education	Linda Curtis	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519788	Linda.curtis@westberks.gov.uk
Education Safeguarding Officer	Joan Ball	Council Offices Turnham's Green Park Pincents Lane Tilehurst Reading Berkshire RG31 4UH	01635 503156	joan.ball@westberks.gov.uk
Local Authority Designated Officer	Fiona Goussard	Council Offices West Street House		cpadmin@westberks.gov.uk

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Contact can be made via CAAS		West Street Newbury Berkshire RG14 1BD	via CAAS on 01635 503190	or cpadmin@westberks.gcsx.gov.uk
Senior Education Welfare Officer,	Sally-Ann Looker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519788	sal.looker@westberks.gov.uk
Exclusions Officer	Roslyn Arthur	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 503409	Roslyn.Arthur@westberks.gov.uk

Section 2. Teaching and Learning.

2.1 Introduction

At our school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We conduct all our teaching in an atmosphere of trust and respect for all. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

2.2 Aims and Objectives

We believe that people learn best in different ways. We provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- enable children to become confident, resourceful, enquiring and independent learners,
- foster children's self-esteem and help them build positive relationships with others,
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others,
- show respect for all cultures and, in so doing, promote positive attitudes towards other people,
- enable children to understand their community and help them feel valued as part of this community, and
- help children mature into reliable, independent and positive citizens.

2.3 Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account these different strengths when planning teaching and learning styles. We offer opportunities for children to learn in different ways, including:

- investigation and problem solving
- research and finding out
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching media and responding to musical or CD material
- debates, role-plays and oral presentations
- designing and making things
- participation in athletic or physical activity
- outdoor learning environment

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

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2.4 Effective Teaching

- 2.4.1 When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.
- 2.4.2 We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children and expect them to have high expectations of themselves.
- 2.4.3 We set academic targets for the children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of the academic year and set revised targets.
- 2.4.4 We plan our lessons with clear learning objectives. We take these objectives from the Primary Framework. Our lesson plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate lessons so that we can modify and improve our teaching in the future.
- 2.4.5 Each member of our staff makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school behaviour policy.
- 2.4.6 We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.
- 2.4.7 We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult support staff also assist with the preparation and storage of classroom equipment.
- 2.4.8 We aim to make our school an attractive learning environment. We change displays regularly to ensure that the school reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to literacy and numeracy. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- 2.4.9 All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our staff in developing their skills, so that they can continually improve their practice.

2.5 The Role of Governors

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively,
- ensure that the school buildings and premises are best used to support successful teaching and learning,

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- monitor teaching strategies in the light of health and safety regulations,
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment,
- ensure that staff development and performance management policies promote good quality teaching, and
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the annual Headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

2.6 The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all we can do to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education,
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school,
- providing guidelines for parents so they can support their children at home, and
- being available to discuss parental concerns, pupil progress etc.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible,
- ensure that their child is equipped for school with the correct uniform and PE kit,
- do their best to keep their child healthy and fit to attend school,
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school,
- promote a positive attitude towards school and learning in general, and
- fulfil the requirements set out in the home/school agreement.

Section 3. Pupil Assessment.

3.1 Introduction

Effective assessment provides information to improve teaching and learning. Children are given regular feedback on their learning so that they understand what it is that they need to do better. Two different but complementary types of assessment are undertaken:

- 3.1.1 Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 3.1.2 Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results describe pupil performance in terms of national expectations.

3.2 Objectives

The objectives of assessment in our school are to:

- 3.2.1 enable our children to demonstrate what they know, understand and can do in their work,
- 3.2.2 help our children recognise the standards to aim for, and to understand what they need to do next to improve their work,
- 3.2.3 allow teachers to plan work that accurately reflects the needs of each child,
- 3.2.4 provide regular information for parents that enables them to support their child's learning, and
- 3.2.5 provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3.3 Assessment for Learning

- 3.3.1 Short term planning has clear learning objectives and outcomes where appropriate. Staff share learning and teaching goals with pupils. Children need to be clear about what they are learning (learning objectives) and what they are expected to be able to do after they have learned it (learning outcomes).
- 3.3.2 The learning environment enhances teaching, and supports assessment for learning through key vocabulary and relevant displays. This actively involves the children in their own learning and helps them recognise the standards for which they are aiming.
- 3.3.3 Strategies for assessment that are used to effectively extend learning are: targeted questioning, discussing, analysing written work, marking, observing and talking with the children. Strategies for assessment such as talk partners, peer assessment and self assessment are important and encourage children to become self critical and independent.
- 3.3.4 Teachers adjust their teaching to take account of the results of assessment, and give feedback which allows learners to recognise their next steps and how to take them. Teachers provide oral and written feedback on pupils' learning and marking makes reference to learning outcomes where appropriate. Teachers use outcomes to provide pupils with the opportunity to assess themselves and understand how to improve.

- 3.3.5 Teachers provide on-going marking of the children's work. The marking in the books will reflect the child's understanding of the work. However, more detailed teacher's comments will be recorded in the class record book and teachers weekly plans. The teacher's record book will detail children's progress against the weekly plans and the aspects of the National Curriculum covered by the class. The record book will also show any additional learning needed for support groups.
- 3.3.6 Teachers use ICT where appropriate (e.g. to provide evidence of learning).

3.4 Assessment of Learning

- 3.4.1 Analysis of termly tracking grids inform the school whether the pupils are working in line with national expectations. Data is used to identify which children are not making expected progress. The Headteacher and assessment co-ordinator analyse and evaluate the progress of individual pupils and groups of pupils across the school using school, local and national data.
- 3.4.2 Discussions are held with Class Teachers about the progress of children in their class. The Leadership Team along with the Class Teacher identifies where individual specific support is needed and ensures it is put into place. Monitoring and evaluation systems are in place to review the impact of support on children's progress.
- 3.4.3 Each September children's maths, reading and spelling are tested to determine and track their reading and spelling ages. Verbal and non-verbal comprehension tests are also used. If necessary to track progress, children are assessed more regularly using these tests.

3.5 Target Setting

Targets are set and discussed with the children in maths, reading and writing. Support and Achievement Plans (SAP for KS1 and KS2) or Support and Achievement Play Plans (SAPP in FS2) are also set and discussed with the parents and children who need extra support. Individual targets may also be set for behaviour. Whole school targets are set based on analysis of school data.

3.6 Recording

Various methods of assessing a child's learning are used, according to subject. The only formal records that are retained are those that affect future learning. Annotated lesson plans and class record books are used as a record of general progress measured against learning objectives. At the end of each term the attainment for each child in maths, reading and writing is recorded in a tracking grid. These are sent to the Head Teacher, assessment co-ordinator, EnCo and MaCo for analysis.

3.7 Reporting to Parents

- 3.7.1 A range of strategies are used to keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work, and are offered the opportunity to meet their child's teacher. At the start of a term each teacher gives parents an update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the rest of the term.
- 3.7.2 At the first meeting of the school year the targets identified for their child are discussed. At the second meeting of the year (held at the end of the spring term) the child's progress as measured against the targets is evaluated. During the summer term all parents receive a

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written report of their child's progress and achievements during the year. This report identifies target areas for the next school year, and contains written individual comments on all subjects of the National Curriculum, and on religious education. It includes a space for parental feedback. There is an opportunity for parents to discuss their child's report with the class teacher.

- 3.7.3 Parents of pupils in the Foundation Stage are offered the opportunity to discuss their child's Learning Journey with the teacher and the children's observations are emailed to parents half termly. Reports for pupils in FS2, Year 1, Year 2 and Year 6 provide details of the attainment achieved in the National Curriculum tests,

3.8 Consistency

Examples of children's written work are kept to make judgements about attainment. All teachers discuss these, so that they have a common understanding of the expectations in each subject. This ensures consistent judgements about standards across the school. It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject. To ensure consistency within the levelling of written work, samples of writing are moderated by the whole staff (including local schools) and kept to use as a guide for future assessment.

3.9 Monitoring

The assessment coordinator is responsible for monitoring the implementation of this policy and is allocated special time for this vital task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

Section 4. Special Educational Needs (SEN).

HEADTEACHER : Mr A Gallagher
SEND CO: Mrs K Carmichael
SEND Governor: Mrs Gemma Toms

1. Introduction

1.1 This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEND) at Burghfield St. Mary's School.

1.2 LA guidelines and SEND Code of practice have been taken into consideration in the formulation of this policy. *"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. This policy is written for the benefit of all members of the school community to ensure that the potential of every child is fulfilled, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

1.4 Whilst Burghfield St Mary's recognises that Individual intervention and specific support may be required for individual children's needs, wherever possible support within the classroom environment is preferred. This means each child has the best possible teaching and support that can be offered through appropriately qualified staff. Children are therefore also supported socially within their class group in order to promote inclusion and emotional well being.

2. SEND Aims

2.1 The school aim is:

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to involve parents and children in developing a partnership of support enabling full confidence in the strategy adopted by the school
- to clearly identify the roles and responsibilities of staff in providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum
- to work in partnership with a wide cross section of organisations and agencies.

3. Educational Inclusion

3.1 Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;

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- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Roles and Responsibilities

4.1 All members of the school community share a responsibility to work towards the school’s aims by:

- Using school procedures for identifying assessing and making provision for pupils with special educational needs.
- Sharing a commitment to inclusion and partnership approach to provision.
- Involving parents/carers by discussing concerns, provision and ways that they can support their child.
- Ensuring that parents and children are involved in the review process.

4.2 Class Teachers have the day to day responsibility of meeting the needs of individual children by:

- planning, teaching and monitoring the attainment and progress of all pupils and feeding back to the SENCO
- using a cycle of ‘Assess, plan, do, review’ for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN (The Graduated Approach)
- monitoring the impact of class teaching, differentiation and other provision, including intervention and discussing changes with the SENCO.

4.3 Specific SEN roles are held by The Special Educational Needs Co-ordinator (SENCO) and a nominated governor as follows:

SENCO

- oversees the management of SEN provision, including supporting staff in the early identification of SEN, planning provision , and monitoring impact of provision
- has time to meet with identified SEN governor, Headteacher, leadership team, class teachers, teaching assistants and parents to discuss SEN issues
- maintains the school’s SEN register
- contributes to and manages the records of all children with special educational needs
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA
- acts as the link with parents
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- acts as link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision and reports to the governing body.

GOVERNING BODY

- Provides support to secure the necessary provision for any pupil identified as having special educational needs.
- Ensures that all teachers are aware of the importance of providing for these children, consulting with the LEA and other schools when appropriate.

6. Allocation of Resources

6.1 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. Whilst specific funds are allocated to some pupils with statements of SEN, (now known as Educational Health Care Plans (EHCP)), the

SENCO and Headteacher are responsible for the identification of additional funding requirements which may be met from the Main School Budget Allocation.

7. Identification

- 7.1 The SEN Code of Practice does not assume that there are hard and fast categories of SEN but recognises 4 broad areas:
- Communication & Interaction (Speech Language & Communication needs, ASD)
 - Cognition & Learning (Moderate, Severe, Profound & specific Learning Difficulties)
 - Physical and Sensory
 - Social, Emotional and Mental Health Difficulties
- 7.2 In the case of all categories early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

8. Assessment, Monitoring and Evaluation

- 8.1 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 8.2 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in drawing up Support and Achievement Plans (SAPs) for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings. The main ways that the effectiveness of SEN provision are evaluated is through:
- Early identification through pre school information, liaising with parents and external professionals, on going assessments and observations by class teachers and staff.
 - Analysis of pupil tracking data and test results for individual pupils and for cohorts
 - Value- added data for pupils on the SEN register
 - Monitoring the impact of SEN intervention and support strategies
 - Review of procedures and practice
 - The school's development plan and SEN action plan, which is used for monitoring provision in the school
 - Visits from the LA personnel and Ofsted inspection arrangements
 - Feedback from parents and staff, both formal and informal, following meetings to produce Support and Achievement Plans (SAPs) and targets, revise provision and celebrate success
 - Feedback from parents, staff and the community on the access arrangements and the provision for children with disabilities.

9. Access to the Curriculum

- 9.1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to access learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; they differentiate work appropriately, and use assessment to inform the next stage of learning.
- 9.3. Support and Achievement Plans, which employ a small-steps approach, support the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 9.4. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children

from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10. Partnership with Parents

- 10.1. At all stages of the special needs process, we keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 10.2. We have regular meetings each term to share the progress of special needs children with their parents. These may be held as part of the Termly Parent Teacher Interviews. We inform the parents of any outside intervention and the process of decision-making by providing clear information relating to the education of children with special educational needs.

11. Staff Development

- 11.1 The SENCO, teachers and LSAs will attend SEN courses, which are of interest and have a particular bearing on children they are supporting.
- 11.2 Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN children. Training may be provided by outside agencies such as Cognition and Learning Team (CALT), ASD Team, Educational Psychologists, Speech & Language. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, with Whole School approaches to SEN. NQTs will access specific training and induction programmes.

12. The Voice of the Child

- 12.1 In this school we encourage pupils to participate in their learning by respecting their views and incorporating them where possible and where practical.

14. Arrangements for Complaints

- 14.1 Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments should ask to speak to the SENCO.
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- 4.2 For a problem that might need time to explore fully, we ask that parents/carers should make an appointment with the SENCO, as the issue may require advance warning that it can be investigated fully before the meeting. This should result in a more satisfactory conclusion for the parent/carer.
- 14.3 In the event of a formal complaint, parents are advised to contact the Headteacher. West Berkshire SEND Information Advice and Support Service is available to parents.

Section 6. Behaviour Management .

6.1 Aims

- 6.1.1 It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. The school is a caring community, whose

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values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to explain the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, considerate and successful way as detailed in the school's 'Values of Respect' (see Appendix 3).

6.1.2 The school expects every member of the school community to behave in a considerate way towards others. All children are treated fairly and this behaviour policy is applied in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

6.1.3 The class teacher discusses the school values with each class. In addition to the school rules, each class also has its own classroom code, agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour expected in school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle/candle time.

6.2 Rewards

Children are praised and rewarded for good behaviour in a variety of ways:

- individual children are praised for behaviour such as politeness and good manners around school,
- children are awarded individual house points,
- children receive individual stickers and/or certificates for star of the day/week according to the individual class arrangements, either for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school,
- all the efforts and achievements of children, both in and out of school, are acknowledged. A weekly 'Children's Assembly' celebrates achievement in and out of school. Children are invited to share important news and awards as well as use the assembly as a showpiece for an individual/group talent.
- Headteacher's Certificates and house points are awarded at children's assemblies.

6.3 Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Each sanction is applied appropriately to each individual situation:

Stage 1 - Reminder

Each child is expected to listen carefully in lessons and allow staff to teach and other children to learn. If s/he does not do so, they are reminded of what behaviour is expected.

Stage 2 - Explanation

If the child continues to disrupt the lesson s/he will be told that if s/he continues to choose to continue with the (named) unacceptable behaviour then s/he will be moved within the classroom. The child will either be moved to a place nearer the teacher / support staff, or sit on his/her own.

Stage 3 - Removal

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If the child continues to misbehave s/he he will told that 's/he has chosen to continue with the (named) unacceptable behaviour then s/he has chosen to leave the class for minutes. (A time will be specified.) Any work missed as a result of the internal exclusion will be expected to be made up. Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task.

Summary:

If a child is disruptive in class, the teacher reprimands him or her.

If a child misbehaves repeatedly, the child is isolated from the rest of the class until s/he calms down, and is able to work sensibly again with others.

6.4. Aggression

- 6.4.1 The safety of the children is paramount in all situations. A zero tolerance of physically aggressive behaviour is in operation.
- 6.4.2 If a child's behaviour endangers the safety of others the child is immediately removed from the classroom/ playground and internally excluded. Parents are informed immediately and a meeting arranged with the class teacher and a member of the Senior Leadership Team [SLT] to discuss the way forward. An Individual Behaviour Plan [IBP] will be initiated by the SLT, as appropriate.
- 6.4.3 If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

6.5 Bullying

- 6.5.1 The school does not tolerate bullying of any kind and does all it can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Any act of bullying or intimidation results in immediate action to stop any further occurrences of such behaviour. DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).
- 6.5.2. Whilst it is very difficult to eradicate bullying, staff do everything in their power to ensure that all children attend school free from fear. A consistent response to any bullying incidents ensures all those connected with the school are aware of our opposition to bullying, and each person's responsibilities with regard to the eradication of bullying in the school are made clear.
- 6.5.3 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere
- 6.5.4 Teachers who witness an act of bullying will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. In the staff room there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class, near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should refer it to the Headteacher. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.

- 6.5.5 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. They are invited to give their views about a range of school issues, including bullying, through the School Council.

6.6 The Role of the Class Teacher

- 6.6.1 It is the responsibility of class teachers to ensure that the school values are supported in their classes and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 6.6.2 If a child misbehaves repeatedly in class, a record is kept of all such incidents in the class. In the first instance, the class teacher deals with incidents in the normal manner. If misbehaviour continues, the class teacher seeks help and advice from the Headteacher.
- 6.6.3 The class teacher will deal with any bullying taking place within a class immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher and the special needs coordinator are informed. The child's parents are invited into school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services.
- 6.6.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LEA Behaviour Support Team.
- 6.6.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 6.6.6 All members of staff, as available, attend training which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

6.7 The Role of the Headteacher

- 6.7.1 The Headteacher keeps records of all reported serious incidents of misbehaviour (including bullying), and supports the staff by setting the standards of behaviour; by implementing the policy, and by supporting staff in their implementation of the policy. The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of Governors has been notified.
- 6.7.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and

belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6.8 The Role of Parents

- 6.8.1 The school communicates actively with parents, so that children receive consistent messages about how to behave at home and at school. Parents are expected to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. The school tries to build a supportive dialogue between the home and the school, and informs parents immediately of concerns about their child's welfare or behaviour. If reasonable sanctions have to be applied to punish a child, it is expected that parents will support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the governors.
- 6.8.2 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

6.9 The Role of Governors

- 6.9.1 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline. Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.
- 6.9.2 The Governing Body supports the Headteacher in all attempts to eliminate bullying. It monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body notifies the Headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

6.10 Restraint

6.10.1. The Education Act 2006 clarifies the powers of teachers, and other staff who have lawful control or charge of pupils, to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

6.10.2. Children should be:

- given time to calm down,
- encouraged to co-operate,
- removed from a situation where another child has lost control and cannot be moved,
- given an opportunity to talk through their feelings and responses, and
- guided in using appropriate responses in school.

[Type here]

6.10.3 If a child is refusing to co-operate with a member of staff then the following procedures should be followed:

- tell the child to stop and what will happen if they don't,
- notify the Headteacher/Deputy Headteacher,
- talk calmly to the child if appropriate until another member of staff arrives,
- ensure any objects that might be misused by the child are removed from the situation where possible,
- encourage the child to go to a safe area to calm down away from any audience,
- remove other children from that area if necessary,
- monitor carefully what the child does and where they go until assistance arrives.
- **Only use restraint following the guidelines as a last resort**
- The Deputy Headteacher or Headteacher will notify the parents straight away where possible and arrange for them to come in and discuss the next stage (this may be removal from school for the rest of the day or a fixed term exclusion or further sanctions if required).

6.10.4 Physical intervention may be necessary in self-defence; where there is an imminent risk of injury to a member of staff, another pupil or the child themselves; where there is a developing risk of injury, or significant damage to property; or where a pupil is behaving in a way that is compromising good order and discipline ie. serious disruption, refusing to leave the classroom. In such cases it may take several forms and may involve staff:

- physically interposing between pupils,
- blocking a pupils path,
- holding,
- pushing,
- pulling,
- leading a pupil by the hand or arm,
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds

6.10.5 Staff should always avoid touching or holding a pupil in a way that might be considered indecent or in a way that might reasonably be expected to cause injury. All incidents must be recorded in the office and brought to the attention of the Headteacher.

6.11 Fixed Term and Permanent Exclusion

6.11.1 No-one wishes to exclude any child from school, but sometimes this may be necessary. Any exclusion will be in accord with the guidance laid down in the Department for Education document 'Exclusion from Maintained Schools, Academies and Pupil referral Units effective from September 2012.

6.11.2 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

6.11.3 If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

6.11.4 The Headteacher informs the LEA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

6.11.5 The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. When necessary the Governing Body appoints a appeals panel made

up of between three and five members. This panel considers any exclusion appeals on behalf of the governors.

6.11.6 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

6.12 Records

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. A record is kept of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

6.13 Monitoring and Review

6.13.1 The Headteacher in conjunction with the senior Leadership Team monitors the effectiveness of this policy on a regular basis, reports to the Governing Body on the effectiveness of the policy, and if necessary, makes recommendations for further improvements. The Governing Body examines the school's anti-bullying logbook, and analysed information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

6.13.2 It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; and seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

Section 7. Parental Guidance On Attendance.

7.1 Introduction

It is the responsibility of parents/carers to ensure that children attend school.

7.2 Punctuality

7.2.1. Punctuality is a good habit to develop. Lateness is disruptive to the class and may mean a child misses out on information. Children arriving after the register has been called are considered to be late. However late it is still better to come in than to miss school.

7.2.2 Those arriving at school between 9:00 – 9:30 am will be marked in the register as a 'late'.

7.2.3 Those arriving after 9:30 am will be deemed to have entailed a half day's unauthorised absence. In severe weather conditions exceptions to this ruling apply.

7.3 Absence

7.3.1 Some absences are allowed by law and are considered to be authorised, they include being too ill for school, and specialist medical or dental appointments that can't be arranged out of school hours.

7.3.2 If a child is ill s/he should stay at home. A child who is unwell does not gain anything from being in school and may pass on his/her illness to the rest of the class (including the teacher). Sometimes a child who appears unwell first thing brightens up during the day, in which case they should be brought to school as soon as they are feeling better. The school should be informed of absence because of illness as soon as possible either in person or by telephone. Messages should not be sent via a child

7.3.3 For other absences the school can decide whether an absence is considered authorised or unauthorised.

7.4. Holidays

7.4.1 There is no entitlement to holidays in term time and it is only in exceptional circumstances that the school will grant an authorised absence during term time.

7.4.2 Examples of exceptional circumstances might be parents restricted in terms of leave from their employer. Any time taken off school for the holiday will be deemed unauthorised and marked on a child's records accordingly.

7.4.2 Any query regarding holiday in term time should be discussed with the Headteacher.

Section 8. Home School Agreements.

The following document lays out the expectations of the school, parents/carers and children. Signed and dated copies are held by both the school and the parent/carers

Child's name:

Year:

At Burghfield St Mary's we create a caring Christian learning environment that inspires each individual in the school community to fulfil their unique potential and become a responsible, concerned and active member of God's world.

Our school aims are to:

- Provide a religious education encompassing the Christian foundation of the school and understanding, recognising and celebrating other faiths.
- Enable every child to learn to understand their responsibilities and rights within the wider community and become a responsible world citizen
- Provide an education that gives equal value to the academic, creative, physical and spiritual well being of every person within the school community
- Enable each pupil to develop spiritual awareness and aesthetic appreciation of, and respect for the environment
- Provide a safe, supportive and stimulating environment that enables every child to reach their full potential.

Working in partnership for success the school will:

- Ensure your child's physical and social wellbeing at all times, and aim to foster feelings of confidence, self-worth and belonging.
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
- Provide a range of after school extracurricular activities designed to enrich your child's experience.
- Ensure that all homework tasks are given regularly on an agreed day, and that they reflect your child's learning needs.
- actively welcome parents/carers into the life of the school and ensure that teaching staff are always available, by mutual arrangement, to discuss any concerns you might have about your child's progress or general welfare.
- Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular.
- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these where appropriate.

Signed:

(Head Teacher)

Date:

The Parents/ Carers will:

- Support the school and its policies.
- Support the school in maintaining good behaviour and discipline.
- Ensure children attend school regularly avoiding any unnecessary absences / holidays in term time.

[Type here]

- Ensure children are punctual, and collected at the correct time.
- Ensure children are appropriately dressed, wearing sensible shoes and named school uniform.
- Make sure that personal information is kept up to date and notify the school of any change in circumstances that may affect our child.
- Inform the school of any reasons for any absence promptly.
- Support our child in homework and other opportunities for home learning.
- Attend meetings about our child's progress.
- Drive and park with due care and consideration and have the children in mind at all times .

Signed:..... (Parent/ Carer)Date:.....

The Children will:

- Always try to do their best and ask if help is needed
- Bring everything needed to school every day and be responsible for their own possessions
- Follow the school rules and RESPECT
- Do all their homework and class work as well as they can
- Treat others and property with respect and be polite and helpful
- Care for the school environment
- Take letters and other messages home promptly
- Take pride in their appearance

Signed:..... Date:.....

Appendix 1 – Safeguarding Children Log.

Pupil's name:	D.O.B
Date:	Time:
Name:	Signature:
Position:	
Note the reasons for recording the incident:	
Record the following factually:	Who?
	What?
	Where?
	When?
Offer an opinion where relevant (how and why might this have happened?, context of concern).	
Substantiate the opinion. Note action taken, including names of anyone to whom your information was passed.	

[Type here]

Appendix 2 – Burghfield St Mary’s ‘Values of Respect’.

The Burghfield St Mary’s pathway to a happy and successful school

Our Christian values of faith, hope and love lead us to..

Respect for God and his creation

Excel in all we do

Speak to each other kindly

Peacefully resolve our problems

Encourage one another

Care for other people and their belongings

Treat others as you wish to be treated

Appendix 3 - Types of Abuse and Neglect.

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Indicators of Abuse

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

Physical abuse

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising, 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

Emotional abuse is 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
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- It may involve seeing or hearing the ill-treatment of another
- It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, e.g. witnessing domestic violence or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, 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 no penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

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
 - Meet or respond to basic emotional needs
 - Ensure adequate supervision including the use of adequate 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.

Appendix 4 - Recognising Abuse & Neglect.

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of possible significant harm
- Justify the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Social Care/CAAS.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups).

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into or have contact with the household.

Indicators of Physical Abuse

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away.

Bruising

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Children can have accidental bruising, but the following must be considered as highly suspicious of a non accidental injury unless there is an adequate explanation provided and experienced medical opinion sought:

- Any bruising or other soft tissue injury to a pre-crawling or pre-walking infant or non mobile disabled child
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally e.g. the back
- The outline of an object used e.g. belt marks, hand prints or a hair brush (a pinch causes small double bruises, a punch or kick causes an irregular bruise with a paler centre, gripping causes ovals from fingertips or lines between fingers)
- Linear pink marks, haemorrhages or pale scars may be caused by ligature, especially at wrists, ankles, neck, male genitalia
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting or slapping
- Bruising around the face
- Broken teeth and mouth injuries (a torn fraenum - the flap of tissue in the midline under the upper lip - is highly suspicious in non-mobile children, but frequently occurs accidentally in mobile children)
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bruising may not be easily noticeable or distinguishable when children have darker skins (black/ethnic groups). Greater vigilance is required in noticing other possible indicators of injury e.g. wincing or demeanour of the child.

'Mongolian blue spots' closely resemble bruising. They are typically grey/blue pigmented areas over the lower back, trunk and limbs, which may be extensive. There is no over-lying damage or palpable swelling. They remain essentially unchanged in the first year of life and progressively disappear in childhood.

Bite marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child
- A medical opinion from a forensic dentist/odontologist should be sought where there is any doubt over the origin of a bite. The police will have contact details.

Burns and scalds

- It can be difficult to distinguish between accidental and non- accidental burns and scalds, and will always require experienced medical opinion.
- Accidental scalds usually involve the upper front part of the body and have splash marks. Any burn with a clear outline may be suspicious e.g.:
 - Circular burns from cigarettes are characteristically punched out lesions 0.6 - 0.7 cm in diameter and healing usually leaves a scar
 - Friction burns resulting from being dragged
 - Linear burns from hot metal rods or electrical fire elements
 - Burns of uniform depth over a large area
 - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)

[Type here]

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

- Fractures may cause pain, swelling and discolouration over a bone or joint
- Non-mobile children rarely sustain fractures accidental
- There are grounds for concern if:
 - The history provided is vague, non-existent or inconsistent with the fracture type
 - There are multiple fractures or old fractures (in the absence of major trauma, birth injury or underlying bone disease)
 - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
 - There is an unexpected fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Indicators of Emotional Abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse
 - The indicators of emotional abuse are often also associated with other forms of abuse
- Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators.

Parent / carer & child relationship factors

- Abnormal attachment between a child and parent/carer e.g. anxious, insecure or avoidant, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scape-goating' within the family
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is considered reasonable and acceptable cultural/legal norms e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction
- Causing children to feel frightened or in danger e.g. witnessing domestic violence, seeing or hearing the ill treatment of another.

Child presentation concerns Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

- Frozen watchfulness, particularly in pre-school children
- Low self esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour.

Parent/carer related issues

- Dysfunctional family relationships including domestic violence

[Type here]

- Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties
- Parent or carer emotionally or psychologically distant from child.

Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made
- This form of abuse is particularly difficult for a child to talk about and full account should be taken of cultural sensitivities of individual child / family
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural.

Behavioural indicators

Behavioural indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties)
- Running away.

Physical indicators

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy.

Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting e.g. neglect of the child's physical needs possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers.

Child related indicators

- Non-organic failure to thrive/faltering growth
- Delay in achieving developmental, cognitive and /or other educational milestones
- A child who is unkempt or inadequately clothed or dirty or smells
- A child who is perceived to be frequently hungry, scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness
- Failure of child to grow or develop within normal expected pattern, with accompanying weight loss or speech language delay

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- Recurrent /untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies
- Unmanaged /untreated health/medical conditions including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance
- Poor self esteem
- Child thrives away from home environment.

Indicators in the care provided

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Appendix 5 - Further Information.

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹¹, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹². There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools (as defined in the summary of Keeping Children Safe in Education, July 2015), are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, ('the CTSA 2015'), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism' ("the Prevent duty"). Bodies to which the duty applies **must have regard to statutory guidance issued under section 29 of the CTSA 2015** ('the Prevent guidance'). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

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The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

The Prevent strategy addresses all forms of terrorism and the government continues to prioritise according to the threat they pose to national security. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qaida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

The Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support, and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel Panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

British Values

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

To find guidance on British values within schools visit

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

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Further information on Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Appendix 6 - Safeguarding Information for all Staff (Information from Keeping Children Safe in Education, September 2020).

What school and college staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
2. Children includes everyone under the age of 18.
3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2018. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school and college staff

6. The *Teachers' Standards* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
7. All school and college staff have a responsibility to provide a safe environment in which children can learn.
8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know

10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy, the school's or college's staff behaviour policy (sometimes called a code of conduct), and the role of the designated safeguarding lead.

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11. All staff members should also receive appropriate child protection training which is regularly updated.

What school and college staff should look out for

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the [NSPCC website](#). Types of abuse and neglect, and examples of specific safeguarding issues, are described in Appendixes 1 – 3, pages 21 - 29 of this model policy.
15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in departmental advice about [school attendance](#) and statutory guidance [about children who run away or go missing from home or care](#).

What school and college staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.
18. **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**
19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing

to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

20. The Department for Education has produced advice What to do if you are worried a child is being abused 2015 - Advice for practitioners to help practitioners identify child abuse and neglect and take appropriate action in response.

What school and college staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. Full details can be found in Part 4 of Keeping Children Safe in Education, March 2015 and in Section 21, Allegations, page 20 of this model policy.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.
23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Appendix 7 - Role of the Designated Safeguarding Lead.

Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The designated officer(s) for child protection concerns (all cases which concern a staff member),
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 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.

Training

- The designated safeguarding lead should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
- Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

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- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
71 Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

Appendix 8 - Childcare Disqualification Requirements – Advice for Schools, March 2015.

HR Advice for Schools

Applies to: Schools employing staff to work with children under the age of eight years
(including before/after school care)

INTRODUCTION AND BACKGROUND

In October 2014 the DfE published supplementary advice to Keeping Children Safe in Education 2014. Following feedback and significant consultation it has now published substantially revised statutory guidance in [Disqualification under the Childcare Act 2006](#).

The advice covers the impact of The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 on those employed in school settings to work with children under the age of eight years.

The impact is to disqualify individuals with certain cautions or convictions, or childcare orders against them, from working with children under the age of eight in school settings. They may also be disqualified 'by association' if someone who lives with them has relevant convictions, cautions or orders.

This is a complex issue and it is strongly recommended that headteachers and other school managers read the [DfE guidance](#) in its entirety before acting.

The DfE has committed to producing a set of FAQs in conjunction with the Local Government Association. This is not available at the time of issue.

The information below is a brief summary of the impact of the Act and the Regulations and recommended action for schools in West Berkshire.

In the advice below the term 'CDR' is used to refer to the Childcare Disqualification Requirements as set out in the DfE advice.

'The Act' refers to the Childcare Act 2006.

'The Regulations' refers to the Childcare (Disqualification) Regulations 2009.

DEFINITION OF 'EARLY YEARS CHILDCARE' AND 'LATER YEARS CHILDCARE'

The CDR only apply to individuals providing early years childcare or later years childcare as defined in the Act.

- **Early years provision** - *staff who provide any care for a child up to and including reception age (up to 1st September after the child's fifth birthday).*
This includes education in nursery and reception classes and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range, and
- **Later years provision (for children under 8)** - *staff who are employed to work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8.*

This does not include education or supervised activity for children above reception age during school hours (including extended school hours for co-curricular learning activities, such as the school's choir or sports teams) but it does include before school settings, such as breakfast clubs, and after school provision.

WHO IS COVERED BY THE DISQUALIFICATION REQUIREMENT?

Full details are set out in the [DfE guidance](#). This is a summary.

The following individuals are covered by the CDR:

- Teachers and other classroom staff in nursery and reception classes
- Any staff working in before or after school provision (breakfast clubs, after school clubs) with children under eight
- Headteachers who are responsible for the management of nursery and reception classes and/or for before or after school provision for under-eights.
- Any other direct managers or supervisors of these classes or provision
- Volunteers (including governors) who work (supervised or unsupervised) on a regular basis in the relevant settings or who are directly concerned with the management of such provision.

The following individuals are not covered by the CDR:

- Teachers and other classroom staff who only provide education, childcare or supervised activity during school hours to children above reception age
- Any staff providing childcare or supervised activities outside school hours only to children aged eight or over
- Headteachers and other school managers who have no involvement in the management of relevant provision
- Caretakers, cleaners, drivers, transport escorts, catering and office staff etc. who are not employed directly to provide childcare
- Those employed in healthcare provision for children (e.g. speech and language therapists or EPs)
- Volunteers and governors who do not have a commitment to work in relevant childcare on a regular basis.

The following groups are included in the CDR, and the school should seek confirmation that the employer or service provider has informed them of the requirement to comply with the CDR:

- Supply or agency staff engaged to work in relevant childcare provision
- Self-employed contractors
- Trainee or student teachers.

Schools will need to make a judgement about applying the DfE guidance to staff who are only occasionally deployed to work in relevant childcare, by seeking advice from HR/LADO and undertaking a risk assessment.

WHAT SHOULD SCHOOLS ASK INDIVIDUALS TO DISCLOSE?

School staff working directly with children in the relevant settings should be asked about the following:

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With respect to themselves, they should declare:

- Convictions for certain violent or sexual offences against children and adults as set out in regulation 4 of the Act and schedules 2 and 3 of the Regulations (see Table A of the [DfE guidance](#))
- Cautions, reprimands or warnings given for these offences on or after 6th April 2007.
- Certain orders made in relation to care of children, or refusal or cancellation of registration relating to childcare, children's homes or private fostering (see Table B of the [DfE guidance](#)).

Note that these individuals should not be asked to disclose offences which are 'protected' under the DBS filtering rules (i.e. they would not appear on the DBS certificate).

Note also that, as with DBS checks, spent convictions and cautions should be disclosed because of an exemption from the Rehabilitation of Offenders Act. These should have already been disclosed on the DBS certificate at the time of appointment.

With respect to people who live in the same household, individuals should be asked to disclose to the best of their knowledge:

- Inclusion on the DBS Children's Barred List
- Unspent convictions for certain violent or sexual offences against children and adults as set out in regulation 4 of the Act and schedules 2 and 3 of the Regulations (see Table A of the [DfE guidance](#))
- Unspent cautions, reprimands or warnings given for these offences on or after 6th April 2007.
- Certain orders made in relation to care of children, or refusal or cancellation of registration relating to childcare, children's homes or private fostering (see Table B of the [DfE guidance](#)).

Note that individuals should not be asked about offences in relation to people they live with which are 'protected' under the DBS filtering rules (i.e. they would not appear on the DBS certificate), nor about convictions and cautions which are spent under the [Rehabilitation of Offenders Act](#).

Note that there is no requirement on the individual employed in the school to ask those they live with about these orders or convictions. They should make a declaration based on the knowledge they already have.

Schools should not seek to obtain DBS checks for third parties, nor ask them about unrelated offences. Any evidence that is supplied should be with the individual's consent and be used only to make a decision about disqualification and destroyed thereafter. See the [DfE guidance](#) for more information.

ACTIONS FOR SCHOOLS

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Existing employees and volunteers

All schools:

- Assess which, if any, staff in the school (including volunteers) provide or manage relevant childcare
- Inform these staff of the CDR and how the school intends to deal with it. HR can attend a meeting at the school to help answer questions, [on request](#)
- Ask these staff about offences and orders, including those relating to people they live with, which could disqualify them from working in these settings (see model form below). The headteacher should make a disclosure to the chair of governors
- Print off copies of the [DfE guidance](#) and make it available in the staff room and the school office for staff to consult
- Keep a note in the Single Central Record (or other designated place) of the request and response (note the requirements of the Data Protection Act)
- Include the CDR in your Safeguarding Policy.

Where an individual discloses information that potentially disqualifies them from working in the relevant setting:

- Seek advice immediately from HR and/or the LADO where possible.

If advised to do so (or where the disqualification is clear):

- Remove the individual from work in the relevant setting (this may be redeployment or suspension on full pay. Garden leave may be used if more time is needed to make a decision)
- Inform Ofsted – disqualification@ofsted.gov.uk – and inform the individual that you have done this
- Provide information to the individual about [applying for a waiver from Ofsted](#)
- Consider the longer term implications for the individual if a waiver is not granted/the individual is not willing to apply for it (this may be permanent redeployment to alternative duties or possibly dismissal).

New employees:

- Add the disqualification declaration model form to the list of pre-employment checks you carry out
- Ask all new employees complete and sign the form as part of the recruitment process, and prior to confirming the offer of employment
- Do not employ anyone who makes a positive declaration (this would be a criminal offence)
- Include the check on the Single Central Record.

MODEL DISQUALIFICATION DECLARATION FORM

In October 2014, and again in February 2015, the Department for Education (DfE) issued an update to its statutory guidance "Keeping Children Safe in Education":

This update requires schools and other educational settings which provide care for pupils under the age of 8, to ensure that staff working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009:

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them.
2. Having committed certain offences.
3. Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as 'disqualification by association').

You are asked therefore to sign the declaration below, confirming that you are not disqualified under the Regulations from working in your role in this school.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from Ofsted. If you are disqualified on the basis of orders or restrictions or offences, relating to you or to someone with whom you live, the school will support in you in applying for a waiver from Ofsted where this is possible.

Any information that you provide as part of this process will be treated confidentially and stored securely. It will be necessary to share information with Ofsted if information revealed leads to disqualification.

Please complete the following declaration and return to the head teacher as soon as possible.

Note – *the declaration refers to DfE statutory guidance. This is available for you to view in the school office or online as follows:*

[Disqualification under the Childcare Act 2006 - Publications - GOV.UK](#)

[Type here]

Name		
Job title		
SECTION 1 – ORDERS OR OTHER RESTRICTIONS	Yes	No
Have any orders or other determinations related to childcare been made in respect of you?		
Have any orders or other determinations related to childcare been made in respect of a child in your care?		
Have any orders or other determinations been made which prevent you from being registered in relation to child care, children’s homes or fostering?		
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in table B of the DfE guidance ?		
SECTION 2 – SPECIFIED AND STATUTORY OFFENCES	Yes	No
Have you ever been cautioned (after April 2007) or convicted (at any time)* of;		
Any offence against or involving a child (i.e. a person under the age of 18)?		
Any violent or sexual offence against an adult?		
Any offence under the Sexual Offences Act?		
Any other relevant offence, as set out in table A of the DfE guidance ?		
Have you ever been cautioned or convicted of any similar offence in another country?		
*Note that you are <u>not</u> required to disclose any old or minor cautions or convictions that are ‘protected’ under DBS filtering rules .		
SECTION 3 – DISQUALIFICATION BY ASSOCIATION	Yes	No

[Type here]

<p>To the best of your knowledge, is anyone living in your household disqualified from working with children under the Regulations (as set out in sections 1 and 2 above)?</p> <p><i>[Household includes family, lodgers, house-sharers, household employees etc]</i></p>		
<p>*Note – there is no requirement to disclose cautions or convictions that are spent under the terms of the Rehabilitation of Offenders Act 1974 in relation to people living or working in your household.</p>		

SECTION 4 – PROVISION OF INFORMATION

If you have answered YES to any of the questions above, please provide details as set out below, where you have them. You may provide this separately if you wish, but in any case you should provide the information to the headteacher without delay.

Details of the order, restriction, caution, conviction etc, including dates and relevant court(s), body(ies):

SECTION 5 – DECLARATION

I confirm that the information provided on this form is true to the best of my knowledge.

I undertake to inform the headteacher immediately if any events occur which would potentially lead to my disqualification from providing care to children under the Childcare Disqualification Regulations.

I understand that to make a false declaration will be treated as gross misconduct and could result in summary dismissal.

[Type here]

Signed	
Dated	

Model Information Note for Staff

IMPORTANT INFORMATION FOR ALL SCHOOL STAFF

Childcare Disqualification Requirements

The Government's Department for Education (DfE) has recently issued supplementary advice to its "Keeping Children Safe in Education" statutory guidance. This supplementary advice details a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006. **The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person** (known as 'disqualification by association'), from working in a relevant setting, including in schools.

There is now a requirement for relevant schools to check the following categories of staff in nursery, primary or secondary school settings that are covered by the Childcare (Disqualification) Regulations 2009.

- A. Teachers or other staff employed to work in 'early years' provision (including those who are providing education during normal school hours) for children who are of nursery or reception age (i.e. children under 6).
- B. Staff employed to work in 'later years' provision, providing or supervising activities for children under the age of 8. This does not include education or supervised activity for children above reception age during school hours, but it does include before school settings (such as breakfast clubs) and after school provision.
- C. Those who directly line manage employees in categories A and B, or are otherwise directly involved in the management of these activities.

The recognised Trade Unions have been told of this requirement from the DfE.

All staff should be aware that this will affect you if you work in a relevant setting.

What happens now?

- All relevant staff in relevant settings will be asked to complete a declaration as soon as possible, affirming that they are not disqualified by completing and signing a declaration form
- If the school is told by a member of staff that they are disqualified, or the school receives a positive declaration regarding any member of a staff's household then we will seek advice from our HR provider
- Under the requirements of the DfE, any employee who is disqualified (including by association) will need to be immediately removed from the relevant setting and Ofsted must be notified. **The school will support you in seeking a waiver of disqualification from Ofsted where applicable**
- Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting, for an employee who is disqualified. While a waiver application is under consideration, the individual must not continue to work in these settings. Where a waiver is not granted, the employee's employment will need to be terminated unless redeployment options are available.

Please be assured that this school understands that this is a sensitive issue. We have never in the past been asked to take this sort of check on our staff and their household. If any member of staff has concerns then they may wish to speak to me in confidence.

[Type here]

Thank you.

Headteacher

[Type here]

Appendix 9 - Referral Guidance – Reasons Why Some People Hesitate To Report Abuse.

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding the process/procedures.

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- They think they won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills.

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection.

Should you having any Safeguarding or Child Protection concerns, please contact The Contact, Advice & Assessment Service (CAAS) on the professionals only number: 01635 503190.

APPENDIX 10 - Links to Government Guidance Documents.

National and Local Government Guidance can be found by entering the headings below into your usual search engine

The Government Website www.gov.uk provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:-

- **Keeping Children Safe in Education – September 2020**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

- **Working Together to Safeguard Children - March 2015**

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

- **What to do if you're worried a child is being abused**

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- **Inspecting Safeguarding in maintained schools and academies**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/457036/Inspecting_safeguarding_in_early_years_education_and_skills_settings.doc

- **Safeguarding children and young people and young vulnerable adults**

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy>

- **Section 11 of the Children's Act 2004**