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Child Protection & Safeguarding Policy

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1. Key Contacts

Designated Safeguarding Officers

Sarah Matthews – Headteacher

Emma Turver – Deputy Head teacher

Dawn Smith – Safeguarding Governor

	Name	Address	Telephone	E-Mail
Referral & Assessment Team (RAT)	Duty Officer	Town Hall, St. Ives Road, Maidenhead Berkshire SL6 1RF	01628 683150 Fax No: 01628 683141	Rat.gcsx@rbwm.gcsx.gov.uk
Lead Officer in Education for Safeguarding, Local Authority Designated Officer (LADO)	Fiona Goussard		01628 683194	Fiona.Goussard@RBWM.gov.uk
Local Safeguarding Children Board			01628 683150	lscb@rbwm.gov.uk

2. Purpose

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 (PDF). An effective whole-school child protection policy is one which provides clear direction to all staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in ways which support the needs of the child.

This policy is written in compliance with RBWM child protection procedures. Details of these can be found at;

http://www.rbwm.gov.uk/web/social_child_protect.htm

3. Introduction

- 3.1** St Edward's First School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989).
- 3.2** Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (Working Together 2016).
- 3.3** Section 11 of the Children's Act 2004 sets out the arrangements that Education services and schools must make to promote the welfare of and safeguard children and young people, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, all staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment

for children and young people, and should be able to manage situations where there are child welfare concerns”

3.4 No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. As part of meeting a child’s needs the Governing Board recognises the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter 1 of “Working Together to Safeguard Children (2016) and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (PDF)”.

3.5 There are four main elements to this child protection policy;

- a) **Safer Recruitment** processes are followed to ensure that those who are unsuitable to work with children are not employed.
- b) **Prevention** through the creation of a positive school atmosphere and the teaching, and pastoral support offered to pupils.
- c) **Protection** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- d) **Support** to pupils who may have been abused

3.6 This policy applies to all pupils, staff, governors, volunteers and visitors to

St Edward’s Catholic First School

3.7 This school recognises it is responsible for making referrals and not for making enquiries and investigating.

3.8 Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

3.9 Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

4. School policy

4.1 We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse. 4.2 This school will therefore:

- a) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.

- b) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.
- c) Include in the curriculum activities and opportunities for PHSE, which equip pupils with the skills they need to stay safe from abuse.
- d) Include in the curriculum, material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

5. Roles and responsibility

- 5.1** All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in section 1 of this document.
- 5.2** The Governing Board will appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead will take lead responsibility for safeguarding and child protection. In addition, a deputy designated lead will be appointed and trained to the same standard as the designated safeguarding lead. However, whilst the activities of the designated safeguarding lead can be delegated to the appropriately trained deputy, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility will not be delegated.
- 5.2** It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely referrals to the RBWM Referral and Assessment Team, in accordance with school procedures. During term time the Designated Safeguarding Lead and or a Deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

If the child resides out of the RBWM area it is the responsibility of the Designated Lead to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If for any reason the Designated Person is unavailable, a Deputy Designated Person has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Child Protection Person to ensure all staff employed including temporary staff and volunteers within the school are aware of the school's internal child protection procedures, to advise staff and to offer support to those requiring this.

If the child is in the care of the local authority the Governing Board will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The designated lead teacher will promote the educational achievement of children who are looked after.

- 5.3** The Designated Safeguarding Lead and the Head teacher provide an annual report for the governing body detailing any changes to the policy and procedures; training undertaken by all staff and governors and other relevant issues. The basis of this report will be the completion of the Annual Audit of Safeguarding in Schools, issued annually in term 1.
- 5.4** The Governing Board are responsible for nominating a governor to take the lead in overseeing safeguarding. The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that LSCB Guidelines are complied with and to support the school in this aspect. Governors must not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached. Safeguarding will be discussed at all full governing body meetings and the safeguarding governor will use this as an opportunity to feed back any relevant information. The Governing Body are responsible for ensuring the school follows all of its procedures relating to safeguarding including safer recruitment, allegations management and whistle blowing. Governor briefings on roles and responsibilities are provided.

- 5.5** The Lead Officer in Education for Safeguarding and the Children and Young People's Safeguarding Worker (see section 1) are available to offer advice and support around safeguarding and procedural issues. Specific training is available for the school's Designated Child Protection Person (see section 7).
- 5.6** The Designated Safeguarding Lead will be responsible for addressing any barriers to effective interagency working and will report to the Headteacher when it has an effect on safeguarding children.
- 5.7** The Governing Body and Designated Safeguarding Lead will ensure that all staff members undergo safeguarding and child protection training at induction. In addition, all staff members will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Induction and training will be in line with advice from the LSCB. All staff have an awareness of safeguarding issues and should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.
- 5.8** The Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy
- 5.9** All school leaders and staff that work directly with children should read Annex A which contains additional information about specific forms of abuse.

6. Procedure

The Governing board and school leaders will ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. 6.1 This policy is in line with guidance from the following sources:

- a) RBWM LSCB Child Protection Procedures. Further details can be found at;
lscb@rbwm.gov.uk
- b) Keeping Children Safe in Education (2016) (see appendix 1)
- c) Safeguarding Children and Safer Recruitment in Education (see appendix 1)
- d) What To Do If You're Worried a Child Is Being Abused (see appendix 1)
- e) Working Together to Safeguard Children (see appendix 1)

f) Section 11 of the Children's Act 2004 (see appendix 1)

Copies of the above can be accessed on the Shared Teaching Drive (S:) Safeguarding File and hard copies are available in the staffroom.

- 6.2** Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Temporary Staff and volunteers are made aware of appropriate school policy to include the child protection policy; and staff expectations, including the acceptable use of technologies, staff/pupil relationships and communications including the use of social media and information regarding the role of the Designated Safeguarding Lead. This information is provided to all staff on induction. The Head Teacher and/or the School Business Manager will ensure they are aware of the school's policy and the identity of the Designated Child Protection Person.
- 6.3** Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to the Designated Safeguarding Lead (see section 1) or in their absence, the Deputy Designated Safeguarding Lead (see section 1). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff on site.
- 6.4** The Designated Safeguarding Lead or their Deputy will immediately refer cases of suspected or actual abuse or allegations to the RBWM Referral and Assessment Team or the appropriate local authority where the child lives out of Borough. If the incident of abuse actually occurred within the RBWM boundary it will be referred to RBWM Referral & Assessment Team.
- 6.5** The Designated Safeguarding Lead or Deputy will follow the most up to date referral procedures for RBWM Referral and Assessment Team such as using the most up to date multi agency referral form (MARF).
- 6.6** To decide whether a referral to the Referral and Assessment Team is appropriate the Designated Safeguarding Lead (or Deputy) will refer to the Local Authority Designated Officer (LADO) for professional guidance .
- 6.7** Once this is determined all referrals to the Referral and Assessment Team will be made using the Multi Agency Referral Form.
- 6.8** Where there is a child protection concern, allegation or disclosure a phone call will immediately be made to the Referral and Assessment Team (or Emergency Duty Team if outside of office hours) to alert them to the situation. The Multi Agency Referral Form will be completed by the school after this and sent to the

Referral and Assessment Team within 24 hours. Delay in referring cases immediately may place the child at further risk and may prevent the Referral and Assessment team from putting in place timely protective measures for the child or young person.

- 6.9** If it is decided that the referral does not meet the thresholds for the Referral and Assessment Team completion of a Common Assessment Framework (CAF) will be considered.
- 6.10** In cases where the child resides outside of RBWM the Designated Safeguarding Lead will make themselves familiar with referral processes for the child protection team in the child's home authority.
- 6.11** The school will always undertake to share our intention to refer a child to the Referral and Assessment Team with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the school will take advice from the Referral and Assessment Team and or the Police.
- 6.12** A statement in the school brochure and on the school website will inform parents and carers about our school's duties and responsibilities under child protection procedures.

This policy will be made freely available to parents and carers on the school website and in hardcopy on request.

7. Early Help

7.1 All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.

7.2 This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment

7.3 If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate

7.4 If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving".

8. Training and support

8.1 The Head Teacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at three yearly intervals as set out in Working Together 2015. This includes agency and temporary staff.

8.2 All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively

8.3 The Designated Safeguarding Lead will ensure that all staff complete Safeguarding Training and that this is refreshed every three years. Staff training records will be kept up to date to monitor this. Initial training will be completed by attending a Safeguarding Training session delivered either by the local authority or school Designated Safeguarding Lead (if appropriate training has been completed).

8.4 The Designated Safeguarding Lead and any nominated Deputy will complete local authority Designated Safeguarding Lead Training and this will be refreshed every two years. This will be recorded on staff training records and monitored by the Designated Safeguarding Lead and the SBM.

8.5 The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.

8.6 Where there are concerns and queries about child protection support will be available for all school staff from the Designated Person, and their Deputy's. The Designated Person will seek support from the Head teacher and appropriate local authority staff where needed.

9. Professional confidentiality

- 9.1** Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Safeguarding Training. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the Designated Safeguarding Lead and may require further investigation by appropriate authorities. Children can be reassured that only the people who “need to know” will be informed, that this will be the minimum necessary and that information will not become common knowledge.
- 9.2** Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only. Where information is shared with appropriate staff that they must maintain the confidentiality outlined in 8.1.
- 9.3** The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

10. Concerns About a Child

- 10.1.** If a member of staff has concerns about a child, they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children’s social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.
- 10.2.** If, a child is in immediate danger or is at risk of harm a referral should be made to children’s social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the

designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

- 10.3. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.
- 10.4 All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

11. Records and monitoring

- 11.1 Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.
- 11.2 Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.
- 11.3 These notes are kept in a confidential file, completed by all staff, which is separate to other files, and stored in a secure place in the Head teacher's office. In the same way notes must be kept of any pupil who is being monitored for child protection reasons.
- 11.4 If a pupil transfers from the school, these files, where appropriate, will be forwarded to the pupil's new school marked confidential and for the attention of the receiving school's Designated Safeguarding Lead.
- 11.5 The Designated Safeguarding Lead will have oversight of the schools record management policy to ensure that issues around safeguarding records are addressed appropriately.

12. Attendance at Child Protection and Safeguarding Meetings

- 12.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented and a report is submitted to any child protection

conference or team around the child (TAC) meeting called for children on their school roll or previously known to them. If the Designated Safeguarding Lead is unable to attend it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns the school has.

- 12.2** Schools will be part of core groups for children subject to child protection plans. Core groups meet regularly to review and update child protection plans and the Designated Safeguarding Lead will ensure that the school is represented at these meetings and that a record of the meetings are kept. When a child is made subject to a child protection plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a child protection plan.
- 12.3** Schools will engage with the Common Assessment Framework and attend locality network meetings and team around the child meetings as appropriate. If the Designated Safeguarding Lead is unable to represent the school, guidance in 10.1 will be followed.

13 Pupils at Risk

- 13.1** The school recognises the importance of identifying vulnerable pupils that may be at risk of abuse, or children that may have additional support needs. We are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- 13.2** Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. This school recognises the following as vulnerable groups (although not exclusively)
- Children with Special Educational Needs
 - Disabled children
 - Children with emotional/behavioural/attachment disorders
 - Children experiencing bereavement
 - Children at risk of exclusion
 - Adopted children or children previously in care
 - Children from Gypsy, Roma, Traveller communities

- Looked after children and those subject to private fostering arrangements
- Children missing education/ low attendance
- Children dealing with issues around domestic abuse
- Children at risk of exploitation, sexual exploitation and trafficking
- Children at risk of honour based violence or forced marriage
- Girls at risk of female genital mutilation
- Children at risk of being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Children with caring responsibilities or classified as a young carer
- Children affected by issues around bullying
- Children affected by crime
- Children affected by gang activity

13.3 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Governing Body will understand that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

13.4 As a school we will recognise vulnerable pupils and support them through:

- a) The curriculum to encourage self-esteem and self-motivation.
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- c) The implementation of the school's behaviour management policies.
- d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but s/he is valued.
- e) Regular liaison with other professionals and agencies that support the pupils and their families.

- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so.
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.
- h) We also recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.
- i) Also, that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and / or protection.
- j) By being vigilant about protecting children and young people from being drawn into terrorism, having robust policies in place to identify children at risk, and intervening as appropriate. We will consider the level of risk and identify the most appropriate referral and act expeditiously.

13.5 The school recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

13.6 This policy should be considered alongside other related policies in school. These are the policies for the teaching of PSHE, the policy for the management of pupils' behaviour (including our policy on physical intervention and our policy on bullying) e- safety (see below), safer recruitment (see below) and our health and safety policy.

14 E-Safety

14.1 This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.

14.2 This school has a separate e-safety policy for staff and students which should be considered in line with this policy.

14.3 As our children increasingly work online, it is essential that they are safeguarded from potentially harmful and inappropriate online material. As such, the Governing Body will ensure appropriate filters and appropriate monitoring

systems are in place through the employment of suitable qualified technicians who also ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding”.

- 14.4** Photographs, video and electronic images of pupils and staff are classed as personal data under the Data Protection Act 1998. The school has a separate policy that covers the use of images in detail and should be considered in line with this policy.

15 Safeguarding and Recruitment

- 15.1** Safeguarding Children and Safer Recruitment in Education sets out clear guidance for schools which is adhered to here. Please see the safer recruitment policy for detailed information about recruitment and selection procedures for staff and volunteers.
- 15.2** At least one member of every recruitment and selection panel will have completed safer recruitment training.
- 15.3** A Single central record of employment checks is held by the school and is checked termly by the Safeguarding Governor. (Minimum three times per annum)

16 Professional Boundaries for Staff and Code of Conduct

- 16.1** Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 7. A copy of ‘Guidance for Safer working Practice for Adults who work with Children and Young People’ will be available for all staff and volunteers to read and signposted.
- 16.2** Staff members and volunteers are required to sign up to and follow the school code of conduct. This can be found as a separate policy and should be considered alongside this policy.
- 16.3** The schools code of conduct for staff and volunteers is made freely available to staff, visitors, pupils, parents and carers on the school website and in hard copy at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate.
- 16.4** Use of social networking sites by staff is managed in a separate policy and should be viewed in connection to the school code of conduct and to this policy.

17 Whistle Blowing

- 17.1** We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 17.2** All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistle Blowing Policy which should be viewed alongside this policy.
- 17.3** In the event of allegations of abuse being made against the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's Designated Safeguarding Lead and make any referral via them,
- 17.4** Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

18. Allegations

- 18.1** It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 18.2** The procedure to be followed in the event of an allegation being made against a member of staff is set out in RBWM LSCB Child Protection Procedures.
- 18.3** The Head Teacher or another Senior Manager should in the first instance contact the Local Authority Designated Person (LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Head Teacher, the Chair of Governors will take this action.
- 18.4** If for any reason it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the school's disciplinary procedures.
- 18.5** Staff and volunteers as part of their induction are provided with a guide for staff faced with an allegation of abuse. This can be found at http://berks.proceduresonline.com/chapters/p_alleg_staff.html

Appendix 1: Links to Government Guidance

- Safeguarding Children and Safer Recruitment:

<http://media.education.gov.uk/assets/files/pdf/s/safeguarding%20children%20and%20safer%20recruitment%20in%20education.pdf>

- Section 11 of the Children's Act 2004:

<https://www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf>

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

<https://www.education.gov.uk/publications/eOrderingDownload/6840-DfESIFChildAbuse.pdf>

- Working Together to Safeguard Children 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
Dealing with allegations of abuse against staff:

http://berks.proceduresonline.com/chapters/p_alleg_staff.html

- Guidance for Safer Working Practice for Adults Who Work With Children and

Young People:

<http://webarchive.nationalarchives.gov.uk/20100113210150/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>

Revised Prevent Duty Guidance for England and Wales

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf.

General guidance can be found at Advice on whistleblowing

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk”.

- Keeping Children Safe In Education September 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Reviewed:	Curriculum	November 2016
Approved:	Governing Body	November 2016
Ratified:	N/A	
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