



# Safeguarding and Child Protection Policy

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## Glossary of acronyms

**CSC** – Children’s Social Care  
**CSE** – Child Sexual Exploitation  
**DBS** – Disclosure and Barring Service  
**DfE** – Department of Education  
**DSL** – Designated Safeguarding Lead

DDSL-Deputy Designated Safeguarding Lead  
**EYFS** – Early Years Foundation Stage  
**FGM** – Female Genital Mutilation  
**KCSIE** – Keeping Children Safe in Education  
**LADO** – Local Authority Designated Officer  
**MASH** – Multi Agency Safeguarding Hub  
**NSPCC** – National Society for the Prevention of Cruelty to Children  
**PSHE** – Personal, Social, Health and Economic Education  
**RBWM** – Royal Borough of Windsor and Maidenhead  
**SEND** – Special Educational Needs and Disability  
**SLT** – Senior Leadership Team

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## Statement

This is a whole school policy and includes EYFS.

This policy is published on the school website and parents are made aware of this.

This policy aims to provide all members of staff, children and their families with a clear and secure framework for ensuring that all children in the school are protected from harm. Other whole school policies to be read in conjunction with this policy are listed on page 17.

This policy draws on the expertise of staff and is set within the framework of and has regard to:

- Locally agreed inter-agency procedures
- Working together to Safeguard Children July 2018
- Keeping Children Safe in Education July 2018
- What to do if you are worried a child is being abused 2015
- Prevent Duty Guidance: for England and Wales (July 2015)
- Non statutory advice - The Prevent duty: Departmental advice for schools and childcare Providers (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Information sharing advice for safeguarding practitioners July 2018
- Sexual violence and sexual harassment between children in schools and colleges May 2018

St George's School is committed to safeguarding and promoting the welfare of all pupils in the school and ensuring that their approach is child-centered and considers what is in the best interests of the child. Staff aim to identify children who may benefit from early help through discussions with one of the Designated Safeguarding Leads, with the aim of providing appropriate help and prevent concerns escalating. Staff may be required to support other agencies and professionals in an early help assessment.

## Differentiating in Safeguarding

A child who is in immediate danger or is at risk of harm will be reported to Children's Social Care and/or the Police immediately by one of the DSLs, although anyone can make a referral. The timing of such referrals should be **within one working day**.

Children who are likely to suffer significant harm should lead to inter-agency assessment by RBWM using their MASH and Early Help assessment. Any child may benefit from early help but all staff should be alert to the potential need for early help for a child with; SEND, who is a carer, is showing signs of being drawn into anti-social behaviour, frequently missing from home, misusing drugs or alcohol, at risk of modern slavery, trafficking or exploitation.

## Responsibility and Management of Safeguarding

All staff have a responsibility to provide a safe environment in which children can learn and be prepared to identify children who may benefit from early help.

To facilitate this St George's School:

- Has a Designated Safeguarding Lead, and two Deputy Safeguarding Leads. One DDSL is responsible for the Lower school, including EYFS. The Assistant Head (Pastoral), who is a member of the SLT, takes lead responsibility for safeguarding including online safety and ensures that a DSL is always available to staff during term time and that appropriate cover arrangements are made for out of hour's activities.
- Has a Designated Governor for Safeguarding who takes Leadership responsibility for safeguarding arrangements but all Governors are jointly responsible.
- Keeps the Designated Governor for Safeguarding and Child Protection informed of pastoral concerns and ensures he is involved in policy making and implementation. He also chairs the Governors' Safeguarding Committee and makes a termly report to the full Governors' Council meeting.
- The Dean and Canons of St George's sit on the St George's School Governing Council.
- Follows Safer Recruitment procedures as set out in the Recruitment, Selection and Disclosure Policy.
- Cultivates an atmosphere where staff are encouraged to speak to the DSL or one of the DDSLs for advice or regarding concerns however small.
- Ensures children feel valued, safe, listened to and respected.
- Encourages mindfulness of the needs of pupils with SEND regarding safeguarding and recognises that they are at increased risk of abuse and may need additional pastoral support
- Addresses children's safety and welfare throughout the curriculum.
- Keeps records of concerns securely and separately from the main pupil file, in a locked location.
- Reviews the Safeguarding Policy annually or more frequently if necessary, in consultation with the DSL, DDSLs and the Governing Council.

## Training

- The DSL and DDSLs are all RBWM 'Targeted' Level Child Protection trained in accordance with RBWM locally agreed procedures which include child protection, interagency working and Prevent awareness training, matching the description given in KCSIE Annex B. This is updated at least every two years and refreshed at regular intervals as required but at least annually.
- All staff including Governors and support staff are trained in RBWM 'Universal' Level Child Protection every three years. In addition all staff receive safeguarding and Child Protection updates at staff meetings, via email or bulletins as necessary and at least annually.
- All staff read and sign to say they understand the Safeguarding Policy and are aware of the indicators of abuse and neglect and how to respond to disclosures of abuse.
- All staff, Governors and the Chair of the Dean & Canons Safeguarding Committee read and sign to say they have understood KCSIE Part 1, Annex A and any updates as they occur.
- All new staff and volunteers are provided with induction training that includes the school:
  - Safeguarding and Child Protection Policy, (which includes the procedures for whistleblowing and the response to children missing from education)

- Behaviour Support and Sanctions Policy
  - Staff Code of Conduct Policy
  - Part 1 KCSIE and Annex A
  - What to do if a child is being abused document
  - The role and identity of the DSL and DDSLs
- All staff are made aware of Prevent through RBWM training or the Channel General Awareness module and during INSET sessions when updates become necessary.
  - Records of staff training are kept electronically by the Head's PA.

## **The Role of the Designated Safeguarding Lead**

### **Managing Referrals**

The DSL is expected to:

- Refer cases of suspected abuse to the Local Authorities Children's Social Care.
- Refer cases to the Channel programme when there is a radicalisation concern.
- Support staff who make referrals to the CSC or Channel programme.
- Refer cases to the DBS as required, where a person is dismissed or has left due to risk/harm to a child.
- Refer cases as required to the Police where a crime may have been committed.

### **Working with others**

- Liaise with the Head to inform him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations.
- As required liaise with other professionals and the LADO (designated officer at RBWM) in all cases that concern a staff member.
- Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for all staff.

### **Undertaking Training**

As well as formal training which is updated every two years, DSLs refresh their knowledge at regular intervals in order to keep up with any developments relevant to their role, so they:

- Understand the assessment process and have a working knowledge of how RBWM conduct a child protection case and can contribute effectively.
- Are alert to the specific needs of those with SEND in relation to safeguarding.
- Are able to keep detailed, accurate records of concerns and referrals.
- Encourage a culture of listening to children and taking account of their wishes.

### **Raising Awareness**

The Designated Safeguarding Leads should ensure the school policies are known and used appropriately and:

- Ensure the school Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.
- Ensure the Safeguarding and 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 requirement of the school to do so.

- Link with the RBWM Local Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## **Child Protection File**

Detailed and accurate child protection records are kept securely and confidentially in the Pastoral Office.

Where children leave the school, the DSL must ensure their child protection file is transferred to the new school or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

The DSL will also consider if it is appropriate to share any information with the new school in advance of a child leaving to allow the new school to continue supporting victims of abuse and to have support in place when the child arrives.

On receipt of safeguarding information about a new pupil, the DSL will ensure key staff are made aware.

## **Availability**

The DSL or one of the DDSLs will always be available during school hours for staff to discuss safeguarding concerns. Appropriate cover for out of hours or out of term activities will be made as necessary.

## **Safeguarding in the Curriculum**

Safeguarding is promoted through many areas of the curriculum, particularly PSHE and Citizenship, where discussions about personal safety and keeping safe help pupils adjust their behaviour in order to reduce risks and build resilience including to radicalisation. Refer to the Curriculum plans for PSHE and Citizenship and Computing.

All pupils in Years 2-8 are taught a half termly block of Computing lessons containing an e-safety theme each academic year. Pupils are helped to understand the risks posed by adults and young people who use the internet and social media to bully, groom, abuse or radicalise others. This includes discussion about peer on peer abuse. Pupils are required to sign an e-safety agreement that is contained in their pupil planner. Parents are offered e-safety training in the Michaelmas term as and when updates are required.

Mobile phones are not used in school in the presence of children and only school cameras are used to photograph children and these photographs must only be stored on school computers. Photographs will only be taken or published of those children whose parents have consented to this. Early Years staff (EYFS) regularly document the progress of all children in their care and detailed records are kept including photographic evidence of important milestones which are held electronically on school systems; a selection are hard copies in each child's Learning Journey which are available for parents to view. Staff only use cameras or devices belonging to the school to capture these moments and the use of personal mobile phones, to take photographs is prohibited. A system is in place for the downloading of these photographs from the camera or device to ensure images remain within school.

Pupils may bring mobile phones to school but they must be handed into the school office during the school day. Refer to Pupil Code of Conduct, Boarding policy and Mobile Phone Policy.

## **Trips and Visits**

Risk Assessments are completed prior to all pupil trips and visits including those that are residential. If trips and visits involve supervision by staff other than employees of St George's School, their suitability will be checked with the organisation.

## Visiting Speakers

Suitability of visiting speakers is ascertained through carrying out a 'Google' search and this is electronically recorded by the member of staff booking the speaker. All visiting speakers are asked to read a summary of our Safeguarding procedures and their responsibilities whilst in school, prior to speaking to pupils and sign to confirm that they have done so. Speakers are accompanied by a member of staff at all times. Refer to Visitor Policy.

## What staff should know and do

The Teachers' Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff have a responsibility to provide a safe environment in which children can learn and recognise the importance of acting upon early signs of abuse so that children receive early help. Their approach must be child-centered and consider at all times what is in the best interest of the child.

If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately

Windsor and Maidenhead Children's Social Care Services  
01628 683150  
01344 786543 (out of hours)

The DSL and DDSs are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. If in exceptional circumstances they are not available this should not delay appropriate action. Anybody can make a referral but should inform the DSL as soon as possible.

All concerns should be recorded in writing and either a Pastoral Concern and Welfare Form or a Child Protection Incident form be completed. These are stored on the Public School Server and are available in staffrooms. (**Appendices B and C**). Completed forms should be given to the DSL. They will be acted upon and stored securely in the Pastoral Office.

As set out in the Professional Code of Conduct Policy for Teaching and Support staff, staff must also ensure that their behaviour and actions do not place pupils or themselves at risk of harm, for example they should:

- Never be alone with a pupil in a room unless it has a glazed panel in the door or has good visibility from passing 'traffic'.
- Always ensure another member of staff is present if the interview includes sensitive questioning.
- Never communicate via social media sites with a pupil.
- Only ever communicate electronically with a pupil via their Google Docs account.
- Make every effort to avoid physical contact with pupils.
- Never use their own car to transport a pupil on their own unless another adult is present.
- Take all reasonable steps to make sure that their professionalism is never compromised.

- Report any situation which might be misconstrued as quickly as possible to the DSL or one of the DDSLs
- Have an attitude of 'it could happen here'.
- Speak to the DSL or one of the DDSLs if they are unsure about identifying abuse or what to look for

### **Areas of Particular risk for pupils and staff**

One to one teaching, changing for PE, Games and Swimming, transporting pupils in a car and situations where physical restraint is necessary can make pupils and staff vulnerable. More detail is given in the Professional Code of Conduct for staff and the Handbook for Visiting Music Teachers.

### **Restraint-the use of reasonable force**

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. When a child is in danger of physically harming another child or physically harming themselves.

Reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to restrain children. Reasonable in this context means 'using no more force than is needed'. The decision on whether or not to use reasonable force to control or restrain a child relies on the professional judgement of the staff concerned and individual circumstances. Consideration is given to the needs of SEND pupils and where necessary individual behaviour plans are agreed with parents to reduce the occurrence of challenging behaviour and the need to use reasonable force. Should a teacher/ member of support staff need to restrain a pupil, the incident should be reported to the DSL or one of the DDSLs as soon as is practicably possible and this will be logged in the Restraint Register (held in the Head's office). In the event of a child having to be restrained, the parents will be informed as soon as possible. Refer to the Professional Code of Conduct for Staff.

### **One to one teaching**

In situations where children are engaged in close one to one teaching, for example music lessons and sports, staff should ensure that they teach in a room with a glazed door panel and make sure the method of teaching is understood by pupils and parents. Refer to Professional Code of Conduct for Teaching and Support staff and Visiting Music Teacher Handbook, for further detail.

A full and clear record of any significant complaint, conversation or event must be passed to one of the Designated Safeguarding Leads so that it can be acted upon and kept securely in the locked cabinet in the Pastoral Office.

### **Recognising Abuse**

St George's recognises that abuse is abuse, should not be tolerated, passed off as 'banter' 'just having a laugh' 'part of growing up'.

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 DSL or one of the DDSLs. 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.

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 by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

For possible signs of abuse refer to Royal Borough of Windsor & Maidenhead guidelines in **Appendix A**.

### **Types of Abuse and Neglect**

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. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

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

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

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

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

### **Referral Guidelines**

If a referral to children's social care is appropriate, in the first instance staff should discuss this with the DSL or one of the DDSLs who in most instances would make any referral. However, anyone

can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

The DSL must make a referral to Children's Social Care Services within 24 hours of the recognition of risk if there are signs that a child:

- Is experiencing or may already have experienced abuse or neglect
- Is likely to suffer significant harm in the future

Full local procedures can be found on the Local Safeguarding Children Board website or on printed copies held by the DSL and DDSs and on display in the staffrooms. All staff are issued with a procedures prompt sheet which is also displayed in all staff rooms. Anyone can make a referral.

The safety of children is paramount in all decisions in relation to the welfare of children, and members of the School staff should take all reasonable steps to offer a child immediate protection from harm.

The child's wishes and feelings should be taken into account, within reason, when deciding on what action to take and opportunities for children to express their views should be provided. All procedures are carried out with the best interest of the child at heart.

## **Specific Safeguarding Issues**

### **Bullying including Cyber Bullying**

Concerns and reports of bullying are taken seriously and acted upon. Bullying is treated as a child protection concern if the child is suffering or likely to suffer significant harm and should be reported to CSC. Records are kept of incidents in order to evaluate the effectiveness of our approach.

Refer to Anti-Bullying Policy for procedures for dealing with incidents of bullying.

### **Pupils missing from education**

All pupils are placed on the school admission register and daily attendance registers. The RBWM are notified of the destination of any pupil who is removed from the admissions register at standard and non-standard times and if their destination is unknown.

Pupils' absences are monitored via electronic registration by Form Tutors/Class Teachers. Absence is initially followed up with parents by the Form Tutor/Class Teacher to establish reasons and ascertain whether support is needed. The Assistant Head (Pastoral) is kept informed of longer term or repeated absences. These are investigated with parents and the Head is informed.

Any unauthorised absence will be followed up immediately and the DSL informed.

The RBWM will be informed of any extended unauthorised absence.

A child going missing from education is a potential indicator of abuse or neglect.

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.

### **Sexual Violence and Sexual Harassment between children**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. It can occur on line and off line, physically and verbally. It is never acceptable.

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 - Rape, assault by penetration and sexual assault.

Sexual harassment refers to unwanted conducts of a sexual nature both online and off line.

Staff must take reports seriously, not promise confidentiality, record the report and inform the DSL or one of the DDSLs. Procedures for dealing with a safeguarding concern will be followed.

Victims will need to be supported and reassured that they will be kept safe.

Pupils are taught about consent and healthy relationships through PSHE, assemblies and workshops with the NSPCC.

### **Child Sexual or Criminal Exploitation**

Child Sexual or Criminal Exploitation involves exploitative situations, contexts and relationships where young people receive something as a result of engaging in sexual or criminal activities.

Concerns regarding Child Sexual or Criminal Exploitation should be discussed with the DSL or one of the DDSLs who will contact CSC.

Possible signs of Child Sexual or Criminal Exploitation

- Children who appear with unexplained gifts or a new possession
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education or don't take part in education

### **So-Called Honour Based Violence**

So-called HBV encompasses crimes which have been committed to protect or defend the honour of the family and or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing.

All forms of so-called HBV are abuse and should be referred to RBWM, CSC and the Police. If in any doubt staff should speak to the DSL or one of the DDSLs. The RBWM have advised that the risk at St George's School is low.

### **FGM**

In discussion with RBWM, we consider St George's pupils to be at a low risk of FGM due to the location of the school, parent body and ethnicity. However, we take the view that this could happen here and staff are made aware of indicators through in house training. Any concerns for a pupil who is about to or has undergone FGM will be discussed with the DSL or one of the DDSLs and CSC and the Police will be involved. We recognise that there is a specific legal duty on teachers to report to the Police if they discover that an act of FGM has been carried out on a girl under the age of 18 and this **must** be done personally. See KCSIE Annex A for further details.

Possible signs that FGM is going to take place:

- A girl may tell other children about it

- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

Signs that FGM has taken place:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

(HM Government Multi Agency Guidelines: Female Genital Mutilation 2016)

### **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to coerce a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff should discuss concerns with the DSL or one of the DDSs. Advice and information can also be obtained from the Forced Marriage Unit, telephone: 020 7008 0151, email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Preventing Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. We recognise our duty to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty') through delivering awareness of mutual respect,

tolerance of different faiths and beliefs and promoting the fundamental British Values of democracy, the rule of law and individual liberty.

We consider, in discussion with RBWM, that St George's pupils are at a low risk of radicalisation due to the location of the school, parent body and ethnicity. However, we take the view that this could happen here and staff are made aware of the Prevent Duty, indicators and risks through in house training.

Secure filters are installed on our IT system preventing access to certain sites. These are updated regularly. If a pupil attempts to access a restricted site, notification is sent to the Head of Computing and the DSL is informed. This would prompt a discussion with the pupil concerned and the DSL before deciding what action is necessary. Refer to Computing Policy and Social Media Policy.

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. (The Prevent Duty 2015)

Possible signs of extremism or radicalisation:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance
- day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ ideology; or
- communications with others that suggest identification with a group/cause/ideology

(HM Government Channel Duty Guidance 2015)

In the case of pupils identified at the risk of radicalisation, the child will be referred to CSC, Channel or the RBWM Prevent Lead. Channel is a programme which provides support at an early stage to those identified as being at risk. The member of staff referring to Channel may be asked to attend a Channel panel to discuss the individual, depending on the level of risk. The decision to seek support would normally be taken with the parent and pupil, but no consent is necessary if the child is believed to be at risk of significant harm; in this case a referral would be made to CSC, the Police and Prevent Lead RBWM, normally by the DSL or one of the DDSLs although anyone can make a referral.

Number for Prevent lead at RBWM 01628 682963

DfE helpline for non-emergency advice on extremism  
02073 407264

[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **Private Fostering**

Private fostering is defined as where a child under the age of 16 is provided with care and accommodation by someone to whom they are not related in that person's home. The school does not arrange private fostering for pupils and does not have any pupils who are currently privately fostered. If staff become aware that a pupil may be in a private fostering arrangement, they should raise this with the DSL or one of the DDSLs who will notify the RBWM, who will check that the arrangement is suitable and safe for the child.

### **Looked After Children**

The most common reason for children becoming looked after is as a result of abuse or neglect. Should there be looked after children or previously looked after children attending St George's School, the Governing body would ensure that staff have the skill, knowledge and understanding to keep looked after children safe. The DSL would liaise with the child's social worker.

### **What staff should do if they have concerns about a child**

If staff have concerns about a child (as opposed to a child being in immediate danger) they should meet and discuss these with the DSL or one of the DDSLs to agree a course of action.

This could include referral to specialist services or early help services in accordance with the LCSB. If a referral is made by anyone other than the DSL, they should inform the DSL or one of the DDSLs as soon as possible.

The RBWM should make a decision about the course of action within one working day and let the referrer know the outcome. The DSL should support the referrer and other staff in liaising with other agencies and any case should be kept under constant review.

### **What to do if a child is in danger or at risk**

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.

If the referral is made by a member of staff, they should inform the DSL or one of the DDSLs as soon as possible.

### **Procedures for dealing with disclosures**

If a child makes a disclosure of abuse or neglect to you:

- Explain to the child that you will share this information with a senior member of staff in order to help them.
- Listen carefully to and believe what the child is saying and take it seriously. Listen to the views of the child.
- Reassure the child who has made the disclosure to you that they have done the right thing and assure them that you believe them.
- Give the child time to talk and do not probe or ask leading questions. Investigations are not your responsibility.
- DO NOT promise confidentiality. All allegations of harm or potential harm must be acted upon.
- Record what has been said as soon as possible after the conversation and contact the DSL or one of the DDSLs who will ensure that the Referral and Assessment team are notified within 24 hours. However, anyone can make a referral.
- DO NOT confront the abuser.
- Staff have a duty to share information with necessary parties quickly and challenge where they perceive action has not been taken.

### **Record Keeping**

- All concerns, discussion and decisions made and the reasons for those decisions should be recorded in writing. Ensure that information you have remains confidential and is only shared with people who need to know.
- Any notes taken should be passed to the DSL who will store them securely in the Pastoral Office.

If in doubt about recording requirements staff should discuss with the DSL or one of the DDSLs.

## **Whistleblowing and Allegations against Staff and Volunteers**

### **What staff should do if they have concerns about another member of staff?**

All staff and volunteers have a responsibility to report any concern or allegation about school practices or the behaviour of colleagues which is likely to put pupils at risk of abuse or other serious harm, not to do so could be seen as being complicit in the abuse.

All staff are made aware of the procedures for whistleblowing during staff training and in the Staff Code of Conduct.

The NSPCC helpline also offers support and advice. [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

If staff members have concerns about another staff member, a volunteer or one of the DSLs then this should be referred to the Head (or in his absence to the Chair of Governors) who will discuss it with the LADO at RBWM. Staff may consider discussing any concerns with one of the DSLs unless it is about that DSL.

**WHERE THERE ARE CONCERNS ABOUT THE HEAD THIS SHOULD BE REFERRED TO THE CHAIR OF GOVERNORS WHO WILL DISCUSS IT WITH THE LADO WITHOUT INFORMING THE HEAD.**

### **Procedures for Dealing with an allegation**

In the first instance, the Head, or where the Head is the subject of an allegation, the Chair of Governors, should immediately discuss the allegation with the LADO to consider the nature, content and context of the allegation and agree a course of action. In cases where there is deemed to be an immediate risk to children or evidence of a criminal offence, the Police will be contacted. The DSL will be kept informed and will liaise as required with RBWM LADO as case manager. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in which case this decision and a justification for it will be recorded by the Head/Chair of Governors and the LADO.

All discussions should be recorded in writing and a course of action agreed. Every effort must be made to maintain confidentiality up to the point where the accused person is charged with an offence or the Secretary of State publishes information or a decision is reached in a disciplinary case or an investigation by the Teacher Regulation Agency (TRA).

LADO Telephone: 01628 683194

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or dismissal of the individual.

If any person (whether employed, contracted, a volunteer or student) is dismissed, resigns or is removed due to safeguarding concerns, before a disciplinary process is completed the Head must

inform the person about the employer's statutory duty to report the case to the Disclosure and Barring Service. Not to do would constitute an offence and the School could be removed from the DfE register of independent schools. (Contact the DBS at PO Box 181, Darlington, DL1 9FA Tel: 0870 9090 811.)

Where a teacher has been dismissed or the employer ceases to use the teacher's services, or the teacher resigns or otherwise ceases to provide his or her services, due to professional misconduct, the Head will discuss the case with the LADO as to whether the school will decide to make a referral to the TRA to consider prohibiting the individual from teaching due to conduct that may bring the profession into disrepute or that they have received a conviction at any time for a relevant offence. The Head should similarly inform the person concerned about the employer's statutory duty to report the case as above. Where an allegation has been proved false, unsubstantiated or malicious this should not be included in a reference.

### **Allegations of Abuse against Other Children Peer on Peer abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This could include (but is not limited to) bullying, Cyberbullying, sexual violence, sexual harassment, physical abuse, sexting and initiation/hazing type violence and rituals. Refer to E-Safety Policy and Cyberbullying Policy for more details.

Staff are made aware of types of peer on peer abuse in staff meetings and through electronic communications though the year. We recognise "the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators' KCSIE 2018) but that abuse is unacceptable and will be taken seriously". Any concerns or allegations of peer on peer abuse should be reported to and discussed with the DSL or DDSLs. Staff witnessing or receiving an allegation should make notes and pass these to the DSL who will store them securely in the Pastoral office, separate to the child's educational file.

The DSL will consider the context in which such incidents occur and should a referral be necessary, this information will be shared with CSC.

Accusations will be investigated using the Behaviour Support and Sanctions Policy or the Anti Bullying Policy and will not be tolerated or passed off as 'banter' or 'growing up'.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour, Support and Sanctions Policy will apply. Allegations of sexual abuse by another child or children will be referred to the local authority Children's Social Care and the Police. A referral will always be made if there are reasonable grounds to believe that a child has suffered or is at risk of suffering significant harm. In the event of disclosures about pupil on pupil abuse, all children involved, whether perpetrator or victim, should be treated as being 'at risk'. The RBWM Multi Agency Threshold for Safeguarding the Child's Journey should be referred to.

Victims and perpetrators will be supported by staff, led by the DSL or the DDSL relevant to their area of the school. This may take the form of regular meetings with a pupil, discussions with parents and outside agencies, recommendation for counselling or a request for early help from RBWM.

The risk of peer on peer abuse can be minimised through work in PSHE and e-safety in Computing lessons and through the good work of Class and Form Teachers to create a culture of confidence to speak out about any personal concerns knowing that they will be listened to and acted upon.

### **Concerns about safeguarding practices**

The SLT welcome discussion with staff and any concerns will be taken seriously. Concerns can also be raised with the staff Governor, Canon Martin Poll. The NSPCC also operate a whistleblowing helpline for staff who do not feel able to raise concerns internally.

NSPCC whistleblowing helpline: 0800 0280285  
Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Boarders**

Arrangements are made to safeguard and promote the welfare of boarders while accommodated at school in accordance with the Children's Act 1989 and the National Minimum Standards for Boarding Schools (April 2015).

The Boarding Policy and Staff Guide to Boarding refers to situations involving Physical Intervention, Personal Care, Intimate Care, 1:1 contact and overnight stays.

Boarding staff are alert to the potential for inappropriate pupil relationships and the potential for peer on peer abuse.

Boarders are made aware of whom they can contact for help in school and the following numbers are displayed in the Boarding House.

Childline 0800 1111                      Children's Commissioner ([www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk) )  
0800 5280731

## **Choristers**

The Choristers are the responsibility of the School whilst on the School premises or whilst on School related activities. Whilst in the Chapel or on any choir trip the Choristers are the responsibility of staff employed by St George's Chapel, Windsor Castle and are bound by the Chapel Policy and Procedures for the Safeguarding of Children and Vulnerable Adults.

Any incident that occurs whilst Choristers are the responsibility of the Chapel will be dealt with according to the College of St. George's Policy and Procedures for the Safeguarding of Children and Vulnerable Adults. The school DSL or one of the DDSLs should be informed immediately.

Choristers are taught by a number of different adults who are all DBS checked: the Director of the Chapel Music, the Assistant Director of Music, the Organ Scholar and Chorister Vocal coaches.

## **Resident Boarding Assistant**

The Resident Boarding Assistant is employed by St George's School and as such is subject to checks as set out in the schools Recruitment and Selection policy.

The Resident Boarding Assistant undertakes various duties in support of the House Parents. The Choristers are accompanied by the Resident Boarding Assistant at all times while they are performing their duties as Choristers. If the Resident Boarding Assistant is not available another member of staff will accompany the Choristers to and from the Chapel.

## **Independent Listener**

The school has an independent listener that boarders can talk to should they wish to outside of the school environment. That person is Mrs Emily Manners. All boarders have been introduced to Mrs Manners and they know how to contact her.

## **Monitoring**

The Head, the Designated Governor and the DSL will monitor the operation of this Policy and the effectiveness of its procedures. An annual report on Safeguarding and Child Protection will be made to the School Council. In addition, any deficiency that is noted in the School's Child Protection arrangements will be remedied without delay. The Head, DSL and DDSLs review the policy regularly and as necessary. The Governing Council will undertake an annual review of this Policy and the efficiency with which the related duties have been discharged.

## **External Agencies**

Whether or not the School decides to refer a particular complaint to CSC or the Police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the Social Services Department or the Child Protection Unit of the Police and will be provided with contact names, addresses and telephone numbers, as appropriate.

Windsor and Maidenhead Children's Social Care Services  
01628 683150  
01344 786543 (out of hours)

LADO 01628 683194                      NSPCC 0808 800 500

Thames Valley Police  
0845 8 505 505  
01753 506581/585

101 Non-Emergency Number

Number for Prevent lead at RBWM 01628 682963

DfE helpline for non-emergency advice on extremism  
02073 407264  
counter-extremism@education.gsi.gov.uk

## **Policies to be read in conjunction with the Safeguarding and Child Protection Policy**

Safer Recruitment Policy  
Visitor Policy  
Staff Code of Conduct Policy  
Behaviour, Support and Sanctions Policy  
Anti-Bullying Policy  
e-Safety Policy  
Social Media and acceptable use Policy  
Boarding Policy  
Pupils' Code of Conduct Policy

## **Appendix A**

### **Signs of Abuse (Royal Borough of Windsor & Maidenhead)**

The diagnosis of child abuse will rely not only on indicators but also on a family history and a social, educational and health assessment of the child. The list given below is therefore not, in itself, a comprehensive tool for recognising child abuse.

#### **The Child:**

##### **Signs of Physical Abuse**

Physical abuse may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or caregiver feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. Signs of physical abuse include:

- Bruises on legs before a child is mobile
- Black eyes without bruising to the forehead
- Fingertip bruising and bruises in various stages of healing
- Cigarette type burns anywhere, patterned burns (irons), rope burns. Contact burns in abnormal sites.
- Lacerations to the body or mouth
- Multiple fractures. Evidence of old fractures. Any fractures to children under two years old
- Fading injuries noticeable after an absence from school
- Seems frightened of parents, does not want to return home at the end of the day
- Shrinks markedly (backs away) at the approach of adults
- Suffers from frozen watchfulness
- Constantly asks in words/actions what will happen next

##### **Signs of Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities, such as involving the children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways. Signs of sexual abuse displayed by children include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities

- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

### **Signs of Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or valued insofar as they meet the needs of another person. It may feature inappropriate expectations being imposed on children, relative to their actual development or age. Signs of emotional abuse displayed by children include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Is either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal

### **Signs of Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development. Signs of neglect include:

- Frequent absenteeism from school
- Beggars or steals money or food
- Lacks needed medical or dental care, immunisations or glasses
- Lacks appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes
- Clothes are consistently dirty
- Teeth are dirty, hair quality is poor and contains infestations
- Hands are cold, red and swollen
- The parent or adult caregiver has failed to protect a child from physical harm or danger

### **The Parent or Other Adult Caregiver:**

- Denies existence of or blames the child for the child's problems at home or at school
- Sees and describes the child as entirely worthless, burdensome or in another negative light
- Unrealistic expectations of the child i.e. demands a level of academic or physical performance which the child is unable to reach
- Offers conflicting or unconvincing explanation of any injuries to the child
- Appears indifferent to or overtly rejects the child
- Refuses offers of help for the child's problems
- Isolated physically/emotionally

It is important to recognise that the different types of abuse often occur simultaneously. For instance where a child is physically abused, they often suffer emotional abuse as well. If you perceive a combination or repetition of any of the signs of child abuse then please contact the relevant social services office immediately.

## Appendix B

<b>St George's School Windsor Castle</b> <b>Child Protection Incident Report</b>
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<b>Name of person completing this report:</b>	
<b>Job Title:</b>	
<b>Date:</b>	<b>Time:</b>

This report should be completed IMMEDIATELY following any incident which raises any concern about possible child abuse (e.g. on observation of an unexplained/suspicious injury or following something said by a child which causes concern). It should be completed by the member of staff most directly involved. Care must be taken to record the information accurately and confidentially. This form must be passed AS SOON AS POSSIBLE to one of the school's Designated Safeguarding Leads and a decision made about what should happen next.

<b>DETAILS OF INCIDENT</b>	
<b>Name of child:</b>	
<b>Date of Birth:</b>	<b>Form:</b>

Record here EXACTLY what you saw or heard, including actual site of any injury (e.g. upper right arm), size/colour of bruising etc. or an exact record (as far as possible) of anything said to you by the child. Record also any relevant comments made by yourself (avoid asking any more questions than are necessary to clarify any uncertainties.) Attach an additional sheet of paper if required.

<b>Signature:</b>

<b>Reported to the Designated Safeguarding Lead:</b>	<b>at:(time)</b>	<b>on: (date)</b>
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<b>Action Taken/No Further Action Taken: (please specify)</b>	
<b>Signed (person reporting incident)</b>	
<b>Signed (Designated Safeguarding Lead)</b>	

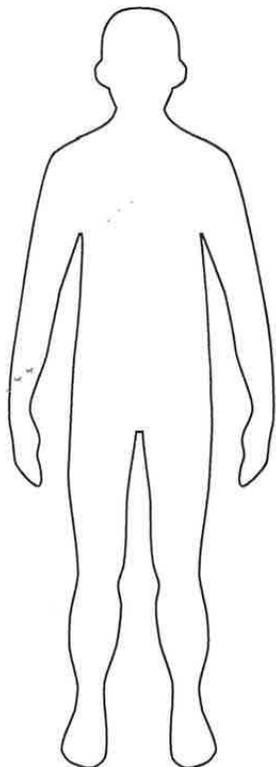
This record should be given to the Designated Teacher who will keep it securely in the office.

**PART 2: (for use by Designated Safeguarding Lead)**

Time & date information received by DSL, and from whom	
Any advice sought by DSL (date, time, name, role, organisation & advice given)	
Action taken (referral to children's services/ monitoring advice given to appropriate staff/ CAF etc) If decision not to refer, justify reason.	
Note time, date, names, who information shared with and when etc.	
Parent's informed Yes/ no and reasons	
Outcome Record names of individuals/agencies who have given you information regarding outcome of any referral (if made)	
Where can additional information regarding child/ incident be found? (e.g. pupil file, serious incident book)	

Feedback given to member of staff reporting concern	
<b>Signed</b>	
<b>Printed Name</b>	
<b>Date</b>	

# CHILD PROTECTION BODY MAP



Name of child \_\_\_\_\_

Date of birth \_\_\_\_\_

Name of worker \_\_\_\_\_

Date recorded \_\_\_\_\_

Observations \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix C

<b>Child's name:</b>	<b>Year group:</b>
<b>Child's DOB:</b>	
<b>SEN:</b>	
<b>Date and time of concern:</b>	
Your account of the concern: (what was said, observed, reported and by whom)	
Additional information: (your opinion, context of concern)	
Your response: (what did you do/say following the concern)	
Action plan:	
Follow up:	
Print name: .....	
Date: .....	

**Appendix D**

**St George's School Windsor Castle**

**Safeguarding Policy**

*Revised [3<sup>rd</sup> September 2018]*

Ensure that you read the St George's School Windsor Castle Safeguarding Policy, and then sign to confirm you have fully understood the content and return this form to the Head's PA

If you have any questions, please contact Ms Louise Squire who will be happy to advise you further.

**Declaration**

I have read and understood the contents of the St George's School Windsor Castle Safeguarding Policy.

Sign.....Print name.....

Job Title.....

Date.....