



# Safeguarding and Child Protection Policy

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Publication date:  
13<sup>th</sup> October 2016

**Reviewed:** 11<sup>th</sup> October 2016 Governors' Safeguarding Committee  
Minor amendment to date reference made in April 2017  
Reviewed September 2017  
**amendment made Nov 2017**

**Next review September 2018 or earlier if necessary to reflect new regulations.**

## 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  
**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

## Contents

Statement	Page 4
Responsibility and Management	Page 4
Training	Page 5
The Role of the DSL	Page 5
• Managing Referrals	Page 5
• Working with Others	Page 6
• Undertaking Training	Page 6
• Raising Awareness	Page 6
• Child Protection File	Page 6
• Safeguarding in the Curriculum	Page 6
• Trips and Visits	Page 7
What Staff Should Know	Page 7
Recognising Abuse	Page 9
Types of Abuse and Neglect	Page 9
Referral Guidelines	Page 9
Specific Safeguarding Issues	Page 10
• Bullying	Page 10
• Pupils going Missing from Education	Page 10
• Child Sexual Exploitation	Page 11
• So-Called Honour Based Violence	Page 11
• FGM	Page 11
• Forced Marriage	Page 12
• Preventing Radicalisation	Page 12
• Private Fostering	Page 13
• Looked After Children	Page 13
What Staff should do if they have concerns	Page 14
What Staff should do if a child is in danger	Page 14
<b>Procedures for dealing with a disclosure</b>	<b>Page 14</b>
Record Keeping	Page 15
<b>Whistleblowing/Allegations against staff</b>	<b>Page 15</b>
Allegations against other pupils	Page 16
Concerns about safeguarding Practices	Page 16
Boarders	Page 16
Choristers	Page 17
Resident Boarding Assistant	Page 17
Independent Listener	Page 17
Monitoring of Policy	Page 17
External Agencies	Page 18
Policies to be read in conjunction	Page 18
<b>Appendix A</b>	<i>Pages 19 &amp; 20</i>
<i>Signs of Abuse</i>	
<b>Appendix B</b>	<i>Pages 21, 22, 23</i>
<i>Child Protection Incident Form</i>	
<b>Appendix C</b>	<i>Page 24</i>
<i>Staff Acknowledgement Form</i>	

## Statement

This is a whole school policy and includes EYFS.

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 February 2017 (including non-statutory advice on Information Sharing)
- Keeping Children Safe in Education Sept 2016
- 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)

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-centred 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, provide 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.

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

## 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 three Designated Safeguarding Leads, one to represent each area of the school. The Assistant Head (Pastoral), who is a member of the SLT, takes lead responsibility and ensures that a DSL is always available to staff during term time and that appropriate cover arrangements are made for out of hours activities.
- Has a nominated Governor for Safeguarding but all Governors are jointly responsible.

- Keeps the Designated Governor for Safeguarding and Child Protection informed of pastoral concerns and 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 one of the DSLs 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.
- 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 DSLs and the Governing Council.

## **Training**

- The DSLs 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.
- 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), Staff Code of Conduct Policy, a copy of Part 1 KCSIE and Annex A, What to do if a child is being abused document and an introduction to the Designated Safeguarding Leads and their role.
- 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 Business Director'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 and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for 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.

### **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 recorded by the Business Director's PA. 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-centred and consider at all times what is in the best interest of the child.

Safeguarding is everyone's responsibility and anyone can make a referral to Children's Social Care. If there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. Anybody can make a referral.

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

All staff must ensure that all safeguarding concerns, both minor and serious are discussed with one of the DSLs, as soon as reasonably possible to agree a course of action although anyone can make a referral. 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 Assistant Head Pastoral, who is the lead DSL. They will be 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 a DSL.
- Have an attitude of 'it could happen here'.
- Speak to a DSL if they are unsure about identifying abuse or what to look for,

### **Areas of Particular concern**

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**

On the very rare occasion that a member of staff needs to restrain a child, they may **ONLY** do so when:

- A pupil is in danger of physically harming another child/ teacher;
- A pupil is in danger of physically harming themselves.

Any restraint used must be a proportionate response to the likelihood of harm being suffered/ inflicted. Should a teacher/ member of support staff need to restrain a pupil, the incident should be reported to a member of the SLT 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**

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 one of the DSLs. 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 (eg 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 one of the DSLs 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 Designated Safeguarding Lead 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 DSLs 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.

## **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 register. The RBWM are notified of any pupil who is removed from the admissions register and 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.

Any unauthorised absence will be followed up immediately.

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.

## **Child Sexual Exploitation (further updates due from DfE)**

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

Concerns regarding Child Sexual Exploitation should be discussed with one of the DSLs who will contact CSC.

Possible signs of Child Sexual 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 one of the DSLs. The RBWM have advised that the risk 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 one of the DSLs and CSC and the Police will be involved. We recognise that from October 2015 it is mandatory to report to the Police if we:

- Are informed or observe that an act of FGM has been carried out on a girl under the age of 18.

Teachers must personally report to the Police cases where they discover that an act of FGM appears to have been carried out and discuss any such case with one of the DSLs.

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 one of the DSLs. 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. This would prompt a discussion with the pupil concerned and the Assistant Head Pastoral is informed. 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 centred 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 the 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 one of the DSLs 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. If staff become aware that a pupil may be in a private fostering arrangement, they should raise this with one of the DSLs 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 attending St George's School, the Governor for Safeguarding would ensure that staff have the skill, knowledge and understanding to keep looked after children safe.

## **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 one of the DSLs to agree a course of action.

This could include referral to specialist services or early help services in accordance with LCSB. If a referral is made by anyone other than the DSL, they should inform the DSL 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 or referrer should support staff in liaising with other agencies and any case 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 one of the DSLs 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 one of the DSLs 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 Assistant Head (Pastoral) who will store them securely in the Pastoral Office.

If in doubt about recording requirements staff should discuss with one of the DSLs.

### **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.

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 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 NCTL.

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, DL19FA, 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 National College for Teaching and Leadership 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.

### **Allegations of Abuse Against Other Children**

Staff should recognize that children are capable of abusing their peers.

The risk of peer on peer abuse can be minimised through work in PSHE and Computing and through the good work of Class and Form Teachers.

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

Staff are made aware of types of peer on peer abuse such as youth produced sexual imagery ('sexting'), bullying, gender based violence or sexual assaults.

Refer to E-Safety Policy and Cyberbullying Policy for more details.

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, Rewards and Sanctions Policy will apply. Child protection concerns will be referred to the local authority Children's Social Care. A referral should 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.

### **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.

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. One of the Designated Safeguarding Leads at school 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 and the DSLs will monitor the operation of this Policy and the effectiveness of its procedures, and make an annual report on Safeguarding and Child Protection 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 and DSLs 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](mailto:counter-extremism@education.gsi.gov.uk)

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

Safer Recruitment Policy

Visitors Policy

Staff Code of Conduct Policy

Behaviour, Support and Sanctions Policy

Anti-Bullying Policy

e-Safety Policy

Boarding 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, immunizations 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

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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.



**St George's School Windsor Castle  
Child Protection Incident Report**

<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.

DETAILS OF INCIDENT	
<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>

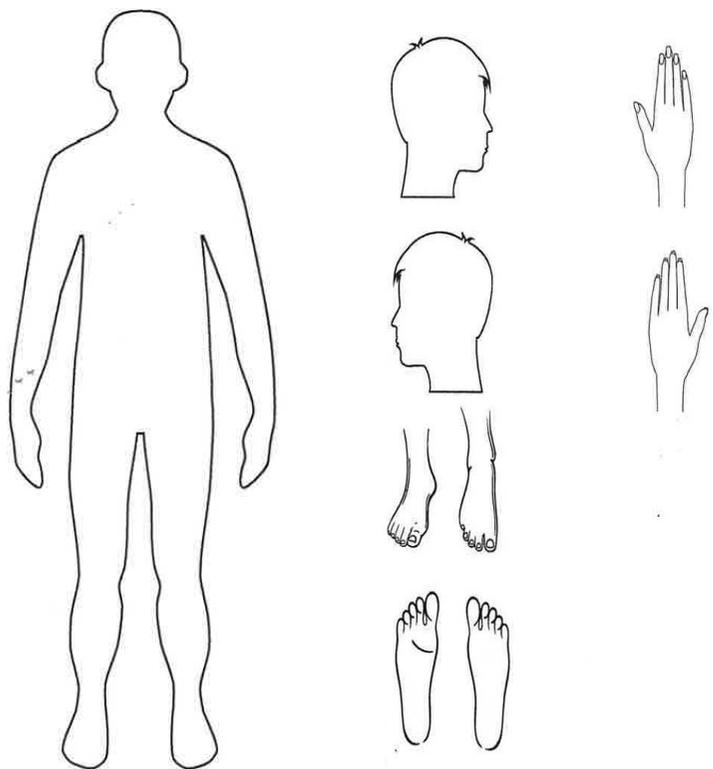
<b>Reported to the Designated Safeguarding Lead:</b>	<b>at:(time)</b>	<b>on: (date)</b>
<b>Action Taken/No Further Action Taken: (please specify)</b>		
<b>Signed (person reporting incident)</b>		
<b>Signed (Designated Safeguarding Lead)</b>		

**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 \_\_\_\_\_

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**St George's School Windsor Castle**

**Safeguarding Policy**

*Revised November 2017*

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 Business Director'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 (revised November 2017).

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

Job Title.....

Date.....