



Caversham Preparatory School

Policies and Procedures

Safeguarding Policy

Safeguarding Policy

Safeguarding and Child Protection Procedures

Call 999 in an emergency if you believe a child is in immediate danger

Policy Statement

The proprietors and governing body of Caversham Preparatory School assures that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote our children's welfare.

Caversham Preparatory School is committed to safeguarding and promoting the welfare of and acting in the best interests of all children and young people and expects all staff, volunteers and other third parties to share this commitment.

This policy is written and based on the most up-to-date statutory guidance of Keeping Children Safe in Education 2022, Working Together to Safeguard Children 2018 and Prevent 2015.

Through the procedures outlined in this policy the school is committed to creating an environment where staff and volunteers feel able to raise any concerns and where they feel supported in their safeguarding role.

The safety and wellbeing of our children is our priority. Any concerns or signs of abuse or neglect must be immediately reported in accordance with this policy. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The term 'the school' refers to Caversham Preparatory School, where it appears in this documentation. This policy and set of procedures are designed for the whole school, including the children in the EYFS.

Important Contact Details

The Proprietors have appointed the Headmaster, **Dan Slape**, as the Designated Safeguarding Lead (DSL).

One member of staff deputises for the DSL. **Andrea Hutchison** is the Deputy Designated Safeguarding Lead (DDSL).

The Safeguarding Governor is **Andrew Lawson** who is also the Bursar.

If you have a safeguarding concern, speak to the first contact, if not available the second contact.



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The DSL or deputy DSL will always be on site during school hours to discuss any safeguarding concerns.

Caversham Preparatory School	<p>Address: Caversham Preparatory School 16 Peppard Road Caversham Reading RG4 8JZ</p> <p>Tel: 0118 947 8684 Web: www.cavershamschool.com</p>
Designated Safeguarding Lead (DSL)	<p>Name: Mr Dan Slape Tel: 0118 947 8684 Email: head@cavershamschool.com</p>
Deputy Designated Safeguarding Leads (DDSL)	<p>Name: Mrs Andrea Hutchison Tel: 0118 947 8684 Email: andrea Hutchison@cavershamschool.com</p>
Nominated Safeguarding Governor	<p>Name: Mr Andrew Lawson Tel: 0118 376 7434 Email: bursar@cavershamschool.com</p>
All referrals for Safeguarding issues including those related to radicalisation should be made to Reading Children's Single Point of Access in the first instance (Cupola)	<p>Reading Children's Single Point of Access Online referral tool: www.reading.gov.uk/childrensreferralform</p> <p>Tel. 0118 937 3641 (Office Hours-9am to 5pm Mon-Fri) Tel. 01344 786 543 (Out of Hours Emergency Duty Team).</p> <p>Email: ChildrensSinglePointofAccess@reading.gcsx.gov.uk</p> <p>Guidance on the referral procedure: http://www.reading.gov.uk/media/7382/Childrens-Single-Point-of-Access-guidance/pdf/CSPA_Guidance.pdf</p>
The Disclosure and Barring Service (DBS)	<p>DBS barring, PO Box 3963, Royal Wootton Bassett, SN4 4HHTel. 03000 200 190</p>
For PREVENT matters, as stated above, all referrals should be made to the DSL in the first instance, but other contact details are:	<p>Non-Emergency Police Number: 101 The Department for Education(DfE) dedicated telephone helpline and mailbox for non-emergency advice: Tel. 0207 340 7264 E-mail: counterextremism@education.gsi.gov.uk Advice from Reading CSPOA is: If you have a Prevent related concern and want some</p>



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	guidance Email: preventreferrals@thamesvalley.pnn.police.uk .
Female Genital Mutilation	Local Police Number (for reporting an act of FGM) 101
In relation to LookedAfter Children	Advice and support are available from the Reading Looked After Children Support Team Tel. 0118 937 3770 Other sources of guidance can be found in KCSIE

Holiday Club

Telephone contact details for the DSL and Deputy DSL are held in the Holiday Club register file.

Contact information sheets detailing this information and the identities of the DSL and Deputy DSL are prominently displayed around the school.

Introduction

This policy is applicable to all children (children being defined as everyone under the age of 18 – see [KCSIE](#)) including those in early years (EYFS) and is available to all parents and carers via our school website and on request from the school office.

Our school will ensure that arrangements are in place to safeguard and promote the welfare of all children by:

- Following the Reading Children’s Single Point of Access in the first instance
- Keeping up to date with Statutory Legislation
- Providing a safe, healthy learning environment
- Providing children with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring safe recruitment practices in accordance with our [Safer Recruitment Policy](#)
- Ensuring robust procedures for identification and referral where there are welfare or child protection concerns
- Raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns
- Ensuring staff receive appropriate training and are kept informed of all relevant updates in relation to safeguarding.
- Teaching children to keep themselves safe, including online, and ensuring they know who to approach for help
- Have safeguarding as a standing item on all board level meetings and ensure any recommendations from such meetings are reported to staff in a timely manner
- Proprietor level safeguarding involvement with regards to policy review and safeguarding practice within the school

Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. This includes contextual safeguarding, specifically, are there any wider environmental factors present in a child’s life that are a threat to their safety and/or welfare. We



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believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in keeping children safe.

We define safeguarding as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.
- Safeguarding in our school includes:
- Teaching children about safeguarding (including on-line safety).
- Ensuring children's health and safety (see [Health & Safety Policy](#))
- Referring concerns or allegations about a child to the Local Authority promptly
- Ensuring the vulnerability of SEND Children is part of our standard duty of care
- Safer recruitment and appropriate behaviour of staff and volunteers ([Safer Recruitment Policy](#), [Staff Code of Conduct Policy](#), [Whistleblowing Policy](#))
- Safer recruitment training for the Head Teacher
- Bullying (see [Anti-Bullying Policy](#))
- All forms of abuse and neglect
- Harassment and discrimination
- Recognising our duty to protect both children in need and children at risk
- The use of reasonable force to safeguard children (as defined in [KCSIE](#))
- Meeting the needs of children with medical conditions (see [Managing Medical Conditions Policy](#))
- Providing first aid (see [First Aid Policy](#)).
- Educational visits (see [Educational Visits Policy](#)).
- Internet safety (see [E-Safety Policy](#) and [Acceptable IT Use and Online Policy](#) and [Acceptable Use Policies for Pupils and Parents](#));
- Having due regard to the need to prevent radicalisation
- Issues which may be specific to our local area or population, and school security.

Principles

The child's needs are paramount, and the needs of each child will be put first so that every child receives the support they need, before a problem escalates. Where concerned about the welfare of a child, all staff members should always act in the best interests of the child and in accordance with this policy. Our Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) will ensure the child's needs are taken into account when determining what action to take and what support to provide to safeguard individual children as they are most likely to have the complete safeguarding picture and be the most appropriate person to advise on safeguarding matters.

Disclosure

This will be facilitated by ensuring there are systems in place for children to express their views. The Caversham Prep open door policy and the positive relationships between staff and children will help to ensure feedback can be given by children to staff. However, staff must be aware that a child may not feel ready or know how to tell them that they are being abused. The child needs to be treated with respect, giving them time to explain their story.



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The school will practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people. This includes accepting only a full application form and a curriculum vitae (CV) will be accepted only as part of the application pack. We will also make online searches as part of our due diligence checks on short listed candidates, prior to interview. See the School's [Safer Recruitment Policy](#).

Action will also be taken by our school to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

We are fully aware of our responsibility, which is also in line with our school ethos to provide a safe learning environment for children to live, learn and play to ensure that no child is left behind and all children flourish in our care.

All our staff members have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, harm. All staff members have a responsibility to take appropriate action immediately, working with other services as needed.

We will share information in a timely way and discuss any concerns about an individual child with colleagues, and the local authority children's social care.

As high-quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making so that the right solution is found for each individual child.

We will contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.

We respect, and work in partnership with, Reading CSPoA as they co-ordinate the work to safeguard children in our area. We make sure that our policy and practice is compliant with local procedures for child protection and safeguarding.

We will learn from any feedback within our school, and from any of our CSPoA serious case reviews. We do this so that lessons are learned in how to best safeguard children using a child centred approach; based on a clear understanding of the needs and views of children. We understand that we must never lose sight of the views and needs of children. We know that poor practice contributing to harm to children includes:

- failing to act on and refer the early signs of abuse and neglect.
- poor record keeping.
- failing to listen to the views of the child.
- failing to re-assess concerns when situations do not improve.
- not sharing information with the right people within and between agencies.
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action

We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.



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We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and we recognise that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. We can access a range of advice to help identify children in need of extra mental health support, this includes working with external agencies.

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Providing early help is more effective in promoting the welfare of children than reacting later. We are particularly alert to the potential need for early help for a child who is disabled and has specific additional needs, has special educational needs, is a young carer, is showing signs of engaging in anti-social or criminal behaviour, or whose family circumstances present particular challenges for the child (substance abuse, adult mental health problems, domestic violence), has returned home to their family from care and/or who is showing early signs of abuse and/or neglect.

We are aware that all our staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with the help they need. (See Appendix 1 for types and signs of abuse and neglect).

We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff receive appropriate training, which is regularly updated to identify and respond early to abuse and neglect (see also Training section below).

If staff are ever unsure, they must always speak to the DSL.

Early Help

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL

The DSL will consider the appropriate action to take in accordance with the Reading Safeguarding referral threshold guidelines and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

We will liaise closely with the CSPoA, including acting as lead professional to coordinate support, as appropriate, with the agreement of the child and their parent/carer(s), and in accordance with the CSPoA procedures. Appropriate use of interagency working using the common assessments framework and the team around the child approach are used as appropriate.

If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.



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Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.

Concerns about a child

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible.

Staff should complete a Concern Form (Appendix 8). Staff should record their safeguarding concern as it transpired using the language used by the child/ren as much as is practically possible. Staff are encouraged to include as much detail as possible. This form is then passed onto the DSL.

On being notified of a concern the DSL will consider the appropriate course of action in accordance with Reading CSPOA referral threshold guidelines. Such action may include early help or a referral to children's social care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

Immediate Risk

If a pupil is in immediate danger or is at risk of harm, call the police on 999.

Anybody can make a referral in these circumstances.

If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.



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The referrer does not require parental consent for referrals to statutory agencies.

Female genital mutilation

Staff must inform the DSL or Deputy DSL with regards to any concern about female genital mutilation (FGM).

Teachers must report to the police known cases of female genital mutilation (FGM). See Appendix 1 (8) for further information about FGM and this reporting duty.

Making a referral

All Staff should be aware of how to make a referral to Reading CSPoA statutory assessments, especially a section 17 and Section 47 and the role they will be expected to play in such assessments.

- The relevant contact information is set out at the front of this policy. Reading CSPoA request referrals are made via their secure web form www.reading.gov.uk/childrensreferralform
- Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again
- Where the child's situation does not appear to be subsequently improving, the DSL (or the person making the referral) will press for re-consideration by children's social care services to ensure their concerns are addressed and that the pupil's situation improves. Concerns should always lead to help for the child at some point.
- We will contribute to any assessment as required, providing information about the child and family. We will send a suitably senior member of staff to contribute to any strategy discussion or child protection conference, and work together to safeguard any child from harm in the future.

Reporting Concerns

We know (or think we know our children). If we are at all worried or indeed something has been said to us, or within our hearing, or is told to us by another child, member of staff or parent, we must inform the Head Teacher (DSL) or DDSL at once. The Head Teacher (DSL or DDSL will record our concern(s) and begin an investigation, which may include contacting the CSPoA.

What Constitutes Harm?

We understand that there are no absolute criteria on which to rely when judging what constitutes harm.

Harm is defined as ill treatment or impairment of health and development which may include impairment suffered from seeing or hearing the ill treatment of another.



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We understand that Reading procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

Learning Lessons

We must learn lessons in all allegations that are made, not just those which are concluded and found to be substantiated.

Whistleblowing

The school aims to create and maintain an environment where staff feel supported in their safeguarding role and able to raise concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime.

The school has a separate [Whistleblowing Policy](#). This is available on the school website, policies section.

All staff are required to report to the Head or to the chair of Proprietors in the Head's absence, any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Child-on-Child Abuse

All staff members are trained on the school's policy and procedures with regards to child-on-child abuse at the annual safeguarding training. They recognise that children are capable of abusing other children (including online).

We also recognise and discuss at our safeguarding training the fact that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is not being reported. So, we should be extra vigilant and make sure that reporting is made clear and easy for our children to understand.

We will explain to our children that the law is in place to protect rather than criminalise them.

The school takes steps to minimise the risk of child-on-child abuse throughout the whole school.



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The school has robust anti-bullying procedures in place (see the school's [Anti-Bullying Policy](#), [Behaviour Policy](#), [eSafety Policy](#) and [Acceptable Use Statements](#)). Pupils are taught at all stages of the school about acceptable behaviour and how to keep themselves safe.

We have robust acceptable use procedures for online communications. We educate our children of ways that they can report child-on-child abuse (and any other sort of abuse) through PSHE targeted lessons, RSE lessons, regular class circle times, our code of conduct assemblies, and explaining how to use the worries and wishes table. We talk to them about who to talk to and how they will be listened to and taken seriously. We educate our pupils at all stages of the school to know what acceptable behaviour is, how to keep themselves safe, and what to do if they need to report an issue.

We have a zero-tolerance for child-on-child abuse, both in person and online. Behaviour (both in person and online) should not be dismissed as being normal between young people, as "banter", "just having a laugh", or simply "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We recognise that it is more likely to be girls that will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously in our school.

All allegations of child-on-child abuse are recorded by the Head Teacher and reviewed by the Safeguarding Governor.

We are aware of the risk of child-on-child abuse to children's mental and physical health and well-being. We are also aware that our children with SEND can be more likely to be at risk because of the vulnerable nature of their SEND. It is our responsibility to monitor relations between pupils to ensure that no pupil is put in a position of risk. [SEND Policy](#)

The conduct of pupils towards each other will, in most instances, be covered by the school's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

Child-on-child abuse is most likely to include, but may not be limited to:

- threatening or intimidating behaviour.
- blackmail.
- encouraging others to engage in inappropriate sexual behaviour.
- any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil.
- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between children.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.



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- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Allegations against pupils will be reported in accordance with the procedures set out in this policy. The school will take advice from Reading CSPOA on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the victim(s) and the pupil(s) accused of abuse. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply. The school will take advice from Reading CSPOA on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

All staff will take a record, of any safeguarding related discussion with the child, with the parent with the DSL/DDSL in school, as well as information provided to children's social care which will be kept confidentially on file. All decisions and actions taken with times and dates are clearly noted and signed. A central record of all safeguarding issues (including allegations against staff) must be securely held by the DSL, who is responsible for passing this record on to their successor.

See [Appendix 5](#) for guidance on how to deal with a disclosure and recording concerns and discussions.

Caversham Preparatory School will ensure that all victims and perpetrators receive support following an allegation of child-on-child abuse, irrespective of the outcome.

The importance of understanding inter-familial harms, and any necessary support for siblings following incidents

The need for schools to be part of discussions with statutory safeguarding partners

Professional Expectations

Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.

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Our teaching staff are aware that everyone should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees, and Early Career Teachers, and we fully adhere to these standards with rigour, applying our school disciplinary procedures, where appropriate, in cases of misconduct. All members of staff and volunteers are required to read our Staff Code of Conduct. Staff are under an ongoing duty to inform the school if their circumstances change which would mean they meet any of the criteria for disqualification under the [Childcare Act 2006](#).

Disqualification under the Childcare Act 2006 (July 2018)

Caversham Preparatory School adheres to the statutory guidance in relation to disqualification under the [Childcare Act 2006](#), specifically, that it is an offence for a school to employ anyone in connection with Early Years or later year's provisions with children up to the age of 8 who is disqualified from doing so. This applies to normal school activities and any before or after school clubs or activities. All staff must make a self-declaration in this regard and have an on-going duty to inform the school if their circumstances change in any way which would mean that they subsequently meet any of the criteria for disqualification. This is recorded on the SCR.

Under the 2018 Regulations, the school is no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association.

The Head Teacher (DSL) takes responsibility for fostering a workplace environment where staff feel comfortable (if appropriate), to discuss matters outside of work which may have implications for the safeguarding of children in the workplace. The Head Teacher (DSL) understands that such discussions can help safeguard the welfare of staff, contribute to the school's duty of care towards staff and also help manage children's safety.

Curriculum - Teaching Pupils about Safeguarding

Our curriculum is flexible, relevant and engages children's' interest. We use our approach to teaching and learning to promote safeguarding, including through teaching children's how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. Personal, social, and health education plays a crucial part in teaching children and young people to recognise dangers and harmful situations as well as increases their awareness of preventative actions they can take to keep themselves safe, including online and e-safety.

We recognise that our executive and senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. Safeguarding is also as much about children's' emotional and mental well-being as it is about their physical wellbeing. We create a culture of care where children are tolerant and respectful of each other and accept individual differences. There is a strong approach to developing social and emotional skills in our school so that as children's mature, they are able to reflect on their own and other's rights and responsibilities. Children and young people have confidence in our school and trust the adults who work with them. Staff are approachable and helpful. Pupils feel secure and well protected, which is reflected in their positive attitudes to school.



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Working with Parents and Carers

We work in partnership with parent/carer(s). In doing so, we will ensure that they are aware that our school has a duty to report concerns that we may have over the safety or well-being of a children as part of our statutory duties.

In order to facilitate effective communication with parents/carer(s) the school where reasonably possible will hold more than one emergency contact number for all our pupils.

Parent/carer(s) will normally be kept informed as appropriate of any action to be taken under these procedures. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where children's social care or the DESIGNATED OFFICER have advised as such. Ultimately the best interests of the child/young person are of primary consideration. In all cases, the school will be guided by the Reading Local Safeguarding Children Board (CSPOA) threshold guidelines.

All our staff are aware that they may be asked to support social workers to take decisions about individual children. While in our school, our DSL plays a pivotal role. However, in their absence or the absence of the DDSL it is everyone's responsibility to take appropriate action in accordance with CSPoA child protection procedures.

In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

Use of Mobile Phones and Cameras

The school's policy on the use of mobile phones and cameras in the school, including the EYFS setting, is as follows:

- The School's Policy on the Acceptable IT and Online Policy (included in the e-safety policy) sets out the expectations on pupils. Pupils are not permitted to bring mobile phones or any mobile device with a camera or 3G/4G connectivity onto the premises. All school iPads have no 3G/4G connectivity options.
- Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff Code of Conduct.
- Only school owned iPads and cameras are to be used to take digital images of any child, including those in the EYFS at Caversham Prep.
- Images, including those taken in the EYFS setting, are used for academic and marketing purposes only.
- The Head Teacher administers the use of all photographic imagery for marketing purposes. Images are never used for marketing purposes without approval from the relevant parent/guardian.
- Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use.
- Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.



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- Parents are asked to notify the school if they do not want their child photographed at school. (See also Taking, Storing and Using Images of Pupils Policy and Acceptable IT Use and Online Policy and Acceptable Use Policies for Pupils and Parents).
- Pupils are not allowed to bring mobile phones on the premises unless otherwise agreed with the Head Teacher, in which case, they should be kept in the school office during the day,

The Proprietors and the Governors of the school will undertake an annual review of this policy and the school's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working.

The DSL will work with the link proprietor for safeguarding. The annual review report should address how the school ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the school and how these have been handled; and the contribution the school is making to multi-agency working in individual cases or local discussions on safeguarding matters.

Confidentiality

Adults may have access to confidential information about children and young people with whom they work in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information about the child and family. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

If an adult who works with children is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from the DSL. Any actions should be in line with locally agreed information sharing protocols. The school will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection.

While staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to provide or agree confidentiality with a child. Neither will they request this of a child or young person under any circumstances.

Monitoring and Evaluation

This policy, and those mentioned in it shall be reviewed annually. This policy is made available to all staff. Reporting on any incidents is kept strictly confidential and, on a need, to know basis as described above. The DSL will monitor the operation of this policy and its procedures.

Regular safeguarding updates are provided by our DSL/DDSL in staff meetings and, along with the school registrar they keep records of the training undertaken by each member of staff. We also maintain a detailed knowledge of pupils' academic and individual care needs when working with pupils and their families.



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Management of Safeguarding

This section broadly follows part 2 of [KCSIE 2022](#) and sets out how the proprietors and governors manage safeguarding at Caversham Preparatory School.

The proprietors have overall strategic leadership responsibility of safeguarding at Caversham Preparatory School. The proprietors ensure that they comply with their duties under legislation. The proprietors and governors are aware of their obligations under the [Human Rights Act 1998](#), the [Equality Act 2010](#), and the [Data Protection Act \(2018\)](#) and the [UK GDPR](#).

The governor in charge of safeguarding is Andrew Lawson, who has leadership responsibility for the school's safeguarding arrangements.

All Governors will receive safeguarding and child protection training at induction, and then at regular intervals, to provide an informed overview and ensure that the school's safeguarding policies and procedures are effective.

Governor	Training Date	Renew Date	Type/Specialism
Ian Lawson	12/01/2023	12/01/2024	Safeguarding for Governors
Jacqueline Lawson	06/09/2022	31/09/2023	Caversham Prep Safeguarding
Andrew Lawson	06/09/2022	31/09/2023	Safeguarding for Named Governors
Caroline Kidao	06/09/2022	31/09/2023	Caversham Prep Safeguarding
Margaret Brown	18/01/2023	18/01/2024	Safeguarding for Governors
David Brown	09/01/2023	09/01/2024	Safeguarding for Governors
Lesley White	14/01/2022	31/09/2023	Caversham Prep Safeguarding
Gavin Douglas	09/11/2022	09/11/2023	Safeguarding for Governors

Responsibilities under Human Rights Act 1998

The [Human Rights Act 1998](#) (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) that are deemed to apply in the UK.

The proprietors and governors understand that under the HRA, it is unlawful for Caversham Preparatory School to act in a way that is incompatible with the ECHR, in particular:

- Article 3: the right to freedom from inhuman and degrading treatment
- Article 8: the right to respect for private and family life including a duty to protect individuals' physical and psychological integrity
- Article 14 requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2 protects the right to education.

In the context of safeguarding, the proprietors and governors understand that being subject to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.



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Responsibilities under Equality Act 2010

Caversham Preparatory School has obligations under the Equality Act 2010 to not unlawfully discriminate against pupils due to protected characteristics of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity status, or sexual orientation.

For more information read our [Accessibility Policy and Plan](#)

Responsibilities under Data Protection Act 2018 and UK GDPR

The proprietors and governors of Caversham Preparatory School understand our obligations under the Data Protection Act 2018 and the UK GDPR regulation, and have policies and procedures in place to keep information we hold about children safe and secure.

For more information read our [Data Protection Policy](#) and our [Data Retention Policy](#)

These acts do not prevent the sharing of information for the purposes of keeping children safe.

Working Together to Safeguard Children

The proprietors and governors of Caversham Preparatory School understand our pivotal role as part of a multi-agency system of safeguarding, including the school itself, safeguarding partners:

- the local authority (Reading Borough Council via Brighter Futures for Children)
- the integrated care board (NHS Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board)
- the local police (Thames Valley Police)

Caversham Preparatory School follows the local authority's safeguarding procedures, more information can be found on Brighter Futures for Children's [website](#).

Caversham Preparatory School will work with the local authority children's social care as needed, including coordinated early help, and provision of support to children under child protection plans.

Caversham Preparatory School allows access as required for the local authority children's social care as required.

Information Sharing

The proprietors and governors of Caversham Preparatory School understand that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes, and will hold and use information for these purposes.



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The proprietors and governors recognise the importance of information sharing between practitioners, and have set out in this policy how this happens via the CSPoA at the top of this document.

Caversham Preparatory School will proactively share information (as early as possible) to help identify, assess, and respond to risks or concerns about the safety and welfare of children (whether this is when problems are first emerging, or where a child is already known to the local authority).

For more information on how this relates to data protection, read our [Data Protection Policy](#), however the data protection act does not prevent the sharing of information for the purposes of keeping children safe.

On Children Joining the School

Caversham Preparatory School has a safeguarding transfer form, so that safeguarding information or concerns about the child can be securely transferred to us when the child starts. This form is separate from the pupil file and is secured with the safeguarding documentation. Where information is provided to us, it will be reviewed by the DSL and DDSL, and reported to the board of governors, and relevant staff in the school will be made aware.

Where pupils join at non-standard times (i.e. not into the Nursery, or Reception classes) in September, pupil information is shared with Reading Borough Council under the [CME statutory guidance](#).

On Children Leaving the School

When a pupil leaves Caversham Preparatory School, for instance to the senior school, the DSL will provide (within 5 days or in the first 5 days of term) safeguarding information to the new school, generally this will take the form of a safeguarding form as part of the move on process.

Where pupils leave Caversham Prep at non-standard times (i.e. not the end of the Summer Term in Year 6), pupil information is shared with Reading Borough Council under the [CME statutory guidance](#).

Training

All training will be carried out in accordance with Reading Borough Council Local Safeguarding Children advice, including Prevent and on-line safety. The policy is updated annually, as is the safeguarding training. There may be updates added to our policy that staff will be trained on.

The DSL, DDSL and Safeguarding Governor will re-new their training every two years or sooner if necessary.

All staff, including temporary staff and volunteers, will be provided with induction training that makes them aware of the schools safeguarding systems. The induction training includes receiving the following induction documentation (which includes Part 1 and Annex A of [KCSIE](#)).



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- this policy.
- the pupil [Behaviour Policy](#)
- the safeguarding response to children who go missing from education
- the Staff Code of Conduct
- Staff Handbook
- the role, identity and contact details of the DSL and Deputy DSLs (this information is contained at the start of this document under contact details)
- Part 1 of [KCSIE 2022](#) and Annex A of [KCSIE 2022](#)
- [Whistle Blowing Policy](#) / procedures.
- Online Safety
- Governors, SMT, and those staff who work directly with children will read [KSCIE Annex B](#) in conjunction with Appendix A of this policy (Definitions of Abuse and Neglect), in addition to safeguarding training as it contains important additional information about specific forms of abuse and safeguarding issues.

Copies of the above documentation are also available on the staff team on 'teams'.

All staff will receive annual internal refresher training (in line with advice from the CSPoA) from our DSL to ensure that they are fully aware of the systems in school which support safeguarding of children. This is in addition to our more thorough three yearly safeguarding, including child protection, training which is provided to all staff following consultation with the Reading Borough Council Safeguarding Children Board.

Safeguarding training is also supplemented with informal updates for both staff and the DSL and DDSL. The source of these updates is, but not limited to, emails, news bulletins and print publications.

Staff development training will also include training on online safety, Prevent training in line with recommendations from Reading CSPOA and online safety for remote learning.

Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff members have the skills, knowledge and understanding to keep looked after children safe.

The Safeguarding Link Proprietor (the Chair of the Board) will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

The school has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including a thorough induction, reminders at staff meetings, and online training, where relevant.

An important aspect of keeping children safe in school is the maintenance of a positive culture which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection.



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Details of the types and signs of abuse are set out in Appendix 1. Staff are advised to maintain an attitude of 'it could happen here'.

The DSL and the Deputy DSLs have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent and FGM awareness training and will be updated at least every two years (this is the current recommendation by Reading Borough Council). Such training is also supplemented with informal updates for both the DSL and DDSL. The source of these updates is, but not limited to, emails, news bulletins and print publications.

In addition, the DSL and DDSL's knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need (section 17(10) Children Act 1989), those with special educational needs and young carers
- Take the lead for online safety.
- Take the lead for staff training.

Online Safety

The Governors will regularly review the effectiveness of the school filters and monitoring systems.

The Governors will ensure that the leadership team and relevant staff are:

- Aware of and understand the systems in place manage them effectively
- Know how to escalate concerns when identified.

We communicate with parents and carers to reinforce the Importance of children keeping our children safe online. We share information with parents and carers about:

- what systems we have in place to filter and monitor online use
- what we ask our children to do online and the sites they access for learning
- which members of staff our children will be interacting with online
- we ask permission from parents if our children are going to communicate with anyone outside of school e.g., using email or social media platforms

Remote Education



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In the event of the requirement for remote education, Caversham Preparatory School will publish a safeguarding addendum.

Filtering and Monitoring

Children Potentially at a Greater Risk of Harm

Children Missing Education

A child missing from our school, including after school club activities, is a potential indicator of abuse or neglect, so we will always follow procedures for dealing with children who go missing, particularly on repeat occasions. Staff are directed to our [Missing Pupil Policy](#) and [Appendix 1](#) of this policy.

Where a child leaves the school at non-standard times, please refer to our [CME Policy](#).

We monitor attendance regularly and on an ongoing basis to ensure that formal reports of any persistent absence or concerns about rising levels of poor attendance are monitored effectively and reported to external agencies for family support. We will act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

Children Requiring Mental Health Support

The proprietors and governors of Caversham Preparatory School are aware that the school has an important role to play in supporting the mental health and wellbeing of our pupils.

Please refer to the [Positive Mental Health and Wellbeing Policy](#)

Looked After Children

The school does not presently accept children who are looked after by the local authority. If, however, the school changed its policy and did accept children who are looked after by the local authority, the school would train and designate a teacher to be responsible for the looked after child(ren). This person would act as the key link with the local authority to ensure that staff have up to date assessment information, the most recent care plan and contact arrangements with parents.

In our school all staff members understand that previously looked after children remain vulnerable. All staff would be trained and given have the skills, knowledge and understanding to keep previously looked after children safe. We understand that it is important that all agencies work together and act promptly to safeguard these children.

Children with SEN, Disabilities, or Health Issues



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The proprietors and governors of Caversham Preparatory School understand that children with special educational needs or disabilities (SEND) may face additional safeguarding challenges (both online and offline) and have developed this policy with this in mind.

Particular issues include:

- assumptions that indicators of possible abuse such as behaviour, mood, and injury relate to the child's condition without further explanation.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions of being disproportionately impacted by behaviours such as bullying without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours or the consequences of doing so.

Please refer to the [SEND Policy](#), [Behaviour Policy](#), and [Anti-Bullying Policy](#) for more information.

Children who are (or are perceived to be) LGBT

The proprietors and governors of Caversham Preparatory School understand that while a child being LGBT is not inherently a risk factor for harm, children who are or are perceived to be LGBT are at risk of homophobic, biphobic, or transphobic bullying and abuse.

In the context of safeguarding, the governors and staff know that Caversham Preparatory School has policies in place to reduce this risk, Please refer to the [Relationship and Sex Education Policy](#), [Behaviour Policy](#), and [Anti-Bullying Policy](#) for more information.

If any of our pupils identify as LGBTQ+, we will make sure that we offer them a safe space for them to speak out or share their concerns with members of staff. We will also make sure that a member of staff trains as an LGBTQ+ mentor.

Safer Recruitment

This section broadly follows part 3 of [KCSIE 2022](#) and sets out how Caversham Preparatory School handles the recruitment process, due to its length, it has been moved to it's own policy.

Please refer to our [Safer Recruitment Policy](#)



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Allegations or Concerns for Adults at Caversham Preparatory School

This section broadly follows part 4 of [KCSIE 2022](#) and sets out how the proprietors and governors manage allegations or concerns in relation to teachers (including supply teachers) and other staff, volunteers, and contractors at Caversham Preparatory School.

The school's procedures for dealing with allegations made against staff will be used where the teacher, the Head Teacher, Proprietors, volunteer or other member of staff has:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children.

Allegations must be reported immediately to:

Against	Should be reported to
Staff, contractors, volunteers	Headmaster – Dan Slape
Headmaster	Chair of Governors & Proprietor - Ian Lawson (without informing the Head Teacher)
Proprietor or Governor	Headmaster – Dan Slape

In the absence of the Head, the allegation should be passed to the Chair of Governors, Ian Lawson (Tel: 0118 376 7434).

Allegations made against the Head Teacher (who is also the DSL) must be made to Ian Lawson without informing the Head Teacher.

The School will adhere to the statutory guidance on dealing with allegations of abuse in force at the time, as well as Reading Safeguarding Children Board procedures '[Management of Allegations Against Staff and Volunteers Who Work With Children](#)' and [KCSIE](#). Any further action - including investigation will only place with the agreement of the SC

The following key principles apply:

- We will consider and thoroughly investigate any allegation expeditiously, fairly and consistently, avoiding all unnecessary delays. The aim will always be to ensure a quick resolution to the benefit of all concerned; the nature, seriousness and complexity of the allegation will have a bearing on timescales.
- In the first instance, and always prior to any internal investigation taking place, the school will immediately (no longer than one working day), contact the CSPoA for further professional advice and discussion. We will discuss with the CSPoA the content and context of the allegation and will agree a course of action, including any involvement with the Police. Discussions will be recorded in writing and communication with both the individual and parents of the child/children agreed. For the avoidance of doubt, the school does not



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require parental consent before reporting allegations to the CSPOA. Also, we are aware that GDPR cannot be allowed to stand in the way of safeguarding children.

- In the case of serious harm, the Police will be informed from the outset.
- Where appropriate, the person who is subject of an allegation will be notified as soon as is practicable and will be provided with as much information as possible at that time (NB: in some instances, the school may not be permitted to disclose full details).
- The Head Teacher and Proprietors understand that they must carefully consider whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The Head Teacher and Proprietors appreciate the importance of considering the views of the CSPOA and all statutory guidance in force at the time.
- Whilst care will be taken to ensure the effective protection of the child making the allegation, we will always provide appropriate support to the person who is the subject of the allegation.
- There are restrictions on the reporting or publishing of allegations against staff and the school will take all reasonable steps to ensure that confidentiality is maintained and guard against unwanted publicity while an allegation is being
- investigated. These restrictions apply up to the point where the accused is charged with an offence, or the DfE/Teaching Regulation Agency (TRA) publishes information about an investigation or decision in a disciplinary case.
- The school understands its duty of care to consider making a referral to the DBS/TRA where a teacher has been dismissed (or would have been dismissed, had they not resigned) and a prohibition order may be appropriate. The school understands that such an order would be considered where an individual has displayed 'unacceptable professional conduct' or conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.
- Caversham Prep School will always seek advice about whether an allegation against a teacher is sufficiently serious to refer to the DBS/TRA. Reference will always be made to current guidance. For example, Teacher misconduct: the prohibition of teachers (October 2015). We understand that further guidance is published on the Teaching Regulation Agency website.
- If the subject of an allegation chooses to resign their employ, the school will continue with its investigation and will make every effort to reach a conclusion regardless of whether the individual chooses to assist the investigation.

Low Level Concerns

Any low-level concerns must be reported to the Head Teacher (DSL) in the first instance. The Head Teacher will record the concern and take immediate advice from the Education Governor. Any low-level concern recorded against a teacher will be kept in the safeguarding file and will be kept for the duration of the staff's employment. If the DSL is unsure whether a low-level concern shared about a member of staff meets the harm threshold, she will consult the CSPOA. See our [Whistleblowing Policy](#) for more details.

Low Level Concerns about Supply Staff and Contractors

All low-level concerns about supply staff and contractors will be notified to their employers.



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APPENDIX 1 – Definitions of Abuse and Neglect

Abuse

Any form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.

KCSIE Annex B defines the types of abuse. However, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult caregiver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore, it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse, but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website (www.nspcc.org.uk). The RBWM Safeguarding Children Board can also provide advice on the signs of abuse and the DfE advice “What to do if you're worried a child is being abused” (2015) provides advice in identifying child abuse.

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. Signs of physical abuse include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use of drugs or alcohol



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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.

Signs of emotional abuse include:

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

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.

Signs of sexual abuse 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



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- Lack of child relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone or in charge of younger brothers or sisters.

Specific Safeguarding Issues

KCSIE acknowledges the following as specific child safeguarding issues:

- bullying including cyberbullying (see below)
- abduction and community safety incidents
- missing education (see below)
- missing from home or care
- in the court system
- with family members in prison
- involved in cybercrime
- involved in county lines
- child criminal exploitation and sexual exploitation (see below)
- domestic violence (see below)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see below)
- forced marriage
- so called 'honour' based violence (HBV) (see below)
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- homelessness
- mental health
- modern slavery
- missing children and adults' strategy



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- private fostering (see below)
- preventing radicalisation (see below)
- relationship abuse
- sexting
- serious violence
- sexual violence
- sexual harassment between children in schools and colleges
- trafficking

Bullying

Bullying is behaviour by an individual or group, normally repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms, but the three main types are physical (e.g., hitting, kicking, theft), verbal (e.g., racist or homophobic remarks, threats, name calling) and emotional (e.g., isolating an individual from the activities and social acceptance of their child group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies. (See also our [Anti-Bullying Policy](#))

Signs of bullying:

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

Children Missing Education

See [Appendix 10: Children Missing Education](#)

Child Criminal Exploitation

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.



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Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

County Lines

Domestic Violence

We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services in accordance with this policy where there are concerns about a child's welfare.

Domestic Abuse

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Staff should be aware that domestic abuse can impact on children through seeing, hearing or experiencing the effects of domestic abuse.

Staff should be aware that domestic abuse can be psychological, physical, sexual, financial, or emotional.

Female Genital Mutation (FGM)

Female Genital Mutilation (FGM) is defined as ‘all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for nontherapeutic reasons.’ (World Health Organisation). Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons. We are aware that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject.

We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. We are alert to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and/or PE on return for no apparent reason, the child may confide about a special ceremony, the mother may have been known to have undergone FGM or the sister may have been known to have undergone the same procedure. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found in the Multiagency statutory guidance on FGM (pages 59-61 focus on the role of schools).

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate. If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory Reporting of Female Genital Mutilation - procedural information for further details about the duty. To help identify any children at risk we ask the DSL and DDSL to complete the online government training in FGM. All have read the Department for Health published, ‘Female Genital Mutilation Risk and Safeguarding Guidance for Professionals’ published 25 May 2016.

Forced Marriages

Forcing a person into 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 or coercion is used to cause a person to enter into a marriage. Threats can be physical



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or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or depression, domestic violence or running away from home. Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13- 14 of the multi-agency guidelines: Handling case of forced marriage.

Staff should speak to the Designated Safeguarding Lead if they have any concerns. The Forced Marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.

So called ‘Honour Based Violence’

Honour Based Abuse (often referred to as ‘HBV’ – ‘Honour Based Violence’) is defined as: any crime or incident, which has or may have been committed to protect or defend the honour of a family and/or community.

The United Nations estimates that around 5000 women die each year as a result of Honour Based Violence. HBV, along with other forms of honour-based abuse, such as domestic incarceration or harassment is carried out against women in order to maintain men’s power and to deny women their basic human rights of making decisions about their identity, sexuality and relationships. HBV is often committed by family members or acquaintances of a victim, under the claim that the victim has brought shame to a family or community, by defying the traditional values and traditions of their culture by, for example:

- Forming a relationship with someone from a different culture, religion or social status
- Wanting to avoid a forced marriage
- Indulging in activities or fashions that aren’t considered acceptable within a given culture

HBV is frequently connected to forced marriage, however, the terms forced marriage and arranged marriage are often confused. In a forced marriage, at least one party does not give their consent and some element of duress, either physical, emotional or psychological, is involved. In an arranged marriage, both partners take a significant role in the proceedings and either party reserves the right to withdraw at any stage. There is little or no basis in any religion for forced marriage, however, confused or deliberately convoluted notions of religion and culture are often used to justify the practice.

Equality Legislation

The Equality Act 2010 is significant to our school safeguarding so:

- we do not unlawfully discriminate against pupils because of their protected characteristics
- we must consider how we support pupils with protected characteristics
- we must take positive action, to deal with disadvantages these pupils face
- Our Public Sector Equality Duty (PSED) means that we need to be conscious that pupils with protected characteristics may be more at risk of harm.



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Private Fostering

A privately fostered child is a child or young person aged up to 16 (or up to 18 if disabled) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away, or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. Schools have a legal duty to notify

Radicalisation and the Prevent Duty

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. CONTEST is the UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

CONTEST is made up of the 4 'P's: Protect, Prepare, Pursue and Prevent. PREVENT whose latest guidance was updated in 2015, aims to stop people becoming terrorists or supporting terrorism or extremism. The Workshop to raise awareness of PREVENT (WRAP) highlights the main points below: Normal social processes are used to influence us in our daily lives, and we use them to influence others. Radicalisers use exactly the same processes of influence when trying to radicalise vulnerable people.

- Prevent can be applied to all forms of terrorism and extremism.
- Terrorism is a criminal issue and not a religious one. It just so happens that religion is one of the tools some criminals abuse in order to radicalise some people.
- Most terrorists and extremists will use a narrative or ideology as their way of legitimising their violent objectives. This narrative or ideology often takes the form of a distortion of history or religion, which is designed to incite anger or invoke a sense of injustice.
- There is no profile of a terrorist. Many different factors may make a person susceptible to radicalisation. Everyone is different and so a person susceptible to radicalisation may have one, all or none of the factors.

Radicalisation is a process and not a one-off event. During the process it is possible to intervene to prevent vulnerable people being drawn into terrorism or extremism. Prevent is about all front-line workers working to make a difference. It is about recognising concerns, understanding what is going on and, where appropriate, making a referral. Prevent is about supporting and redirecting people, not criminalising them. Safeguarding people from radicalisation is no different from safeguarding them from other forms of harm. Within Prevent any visiting speaker will be subject to suitable checks being completed.



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Any visitor without a DBS is supervised at all times and this would be the case with any visiting speaker. Any communication with children would only happen with a member of staff present. CHANNEL is a multi-agency process which provides support and intervention for those who may be vulnerable to being drawn into terrorism and extremism. Anyone can make a referral to the Channel process, for example, social services, health, education, youth offending teams, local communities. Most partner agencies will have a Prevent SPOC (single point of contact) within their organisation or referrals can be made direct to police. For further information about Prevent, Channel, WRAP (Workshop to Raise Awareness of Prevent) and other Prevent training products you can contact the DSL. (See also our Prevent Policy)



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APPENDIX 2 - School Procedures for Dealing with Instances of Youth Producing Sexual Imagery (Sexting)

Definition of Sexting

There are a number of definitions of sexting but for the purposes of this policy sexting means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

These images may be shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. Under the Sexual Offences Act 2003, the making, transmission or soliciting of indecent images of children is a criminal offence and this fact should be borne in mind in any incidents of sexting dealt with by the school.

All sexting incidents are a child protection issue and the school's child protection policy and practices must be followed. There are many different types of sexting, and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important to apply a consistent approach when dealing with an incident to help staff, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response.

To clarify the problem, social scientists have agreed a typology of sexting incidents. This begins with a division into two categories:

Category One – Experimental

This includes:

- Romantic - child-generated images sent to another child or young person with whom they are, or wish to be, in a relationship. Although indecent, the primary aim is communication, not wider dissemination of the image or any form of coercion.
- Sexual Attention Seeking - images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.
- Other - cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves (no evidence of any sending or sharing or intent to do so) or preadolescent children (age 9 or younger) who did not appear to have sexual motives.

Category Two – Aggravated

This includes:

- Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images. This category includes:
- Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the internet. The youth produced sexual images generally, but not always, are solicited by the adult offenders.



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- Youth Only: Intent to Harm These are cases that: - arise from interpersonal conflict such as break-ups and fights among friends - involve criminal or abusive conduct such as blackmail, threats or deception - involve criminal sexual abuse or exploitation by juvenile offenders.
- Youth Only: Reckless Misuse No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

Procedures and Protocols

- If a pupil discloses that they have sent or received indecent photographs or videos of themselves or somebody under 18, the child protection procedures will be followed.
- Because of the diverse nature of sexting incidents, all cases will be dealt with sensitively and with the primary aim of keeping the child safe. Using the definitions above, a judgement will be made about whether or not the matter needs referral to an outside agency. In cases of aggravated sexting, or where an adult is known or thought to be involved, a referral to children's social care will always be made.
- If it is suspected that a device in possession of a pupil in school contains indecent images, it will be confiscated.
- If it is deemed necessary to check a phone or other device to see if indecent images are stored on it, the following protocol will be strictly followed. - If the images are believed to be of a female pupil, the device will be searched by a Female DSL, – No other member of staff other than the DSLs may view suspected indecent images. - If any images are found, a written report of the content will be made. Under no circumstances will any image be copied to another device, emailed, stored on a disc or printed. - If the decision is made to deal with the incident in school, the pupil's parents will be informed, and the pupil will receive support, counselling and advice
- regarding the making and distribution of indecent images. Normally the aim is to inform and protect the young person.
- If, however, it is a repeat occurrence, a suitable sanction will be imposed. Any other pupils affected by the incident will also receive counselling and guidance. In all
- incidents a record of the incident and actions taken will be kept in the school's child protection records.



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APPENDIX 3 - Management of Safeguarding

Roles

The Proprietors will:

- Ensure that those with leadership and management responsibilities in the school actively promote the well-being of all children.
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that the school's safeguarding & child protection policy is provided to parents.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the Reading Borough Council's Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold guidelines.
- Ensure that the school operates safer recruitment procedures and makes sure appropriate checks are carried out on those who work with children.
- Ensure that the school has appropriate arrangements for dealing with concerns and allegations about staff and volunteers.
- Ensure all staff undertake the required child protection training and that mechanisms are in place to assist all staff in understanding their roles and responsibilities in relation to child protection and safeguarding.
- Ensure all new Governors undertake safeguarding training and renew their training every two years, or if there is an update or change that they need to be aware of.
- Ensure that the school contributes to inter-agency working, including providing a coordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.
- Ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
- Undertake an annual review of safeguarding. The Board has nominated one of its members to take leadership responsibility for the school's safeguarding arrangements. The Safeguarding Governor is Andrew Lawson whose contact details are set out in the Safeguarding Contacts list at the start of this Policy.
- Ensure that child protection files are maintained as set out in Annex C of KSCIE 2022
- Where reasonably possible, make sure that the school holds more than one emergency contact number for each pupil.

The Headmaster

The Headmaster will ensure that:

- Staff are aware of their responsibility to provide a safe environment in which children can learn.
- Wherever concerned about welfare of a child always to act in the best interests of a child.
- Staff are fully aware of the school safeguarding and child protection policies and systems (including the school's policies on Safeguarding, Code of Conduct, Appointment of Staff, and [Whistleblowing Policy](#)) and that these policies and systems are fully implemented.
- All staff have a good understanding of their role in the identification and referral of safeguarding concerns and to work with other services as needed.



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- In his role as the Designated Safeguarding Lead (DSL) sufficient time and resources is reserved to carry out these responsibilities.
- Ensure that there is always cover provided on site for the DSL role in our school, in the form of deputy designated safeguarding leads (DDSL).
- Staff are released to attend child protection training, core group meetings and other meetings held to discuss safeguarding issues concerning children at the school.
- Safer recruitment practice is followed whenever recruiting to posts or welcoming volunteers; the school offers a safe environment for staff and children to raise concerns about poor or unsafe practice.
- Appropriate action is taken whenever an allegation is made against a member of staff; and Safeguarding issues are referred in line with local authority guidance and protocols.

Designated Safeguarding Lead (DSL)

- The role of the DSL is set out in [Appendix 3](#).
- The DSL has the appropriate authority, and has the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions - and/or to support staff to do so - and to contribute to the assessment of children.
- The name and contact details of the DSL are set out in the Safeguarding Contacts list at the start of this policy.
- The job description for our designated safeguarding lead covers the information contained in Appendix 3.
- The DSLs and DDSLs undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see [Appendix 3](#).

Role of the Designated Safeguarding Lead (DSL)

The Proprietors have designated the Head Teacher as DSL as he has the status and authority within the school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. The DSL at Caversham Preparatory School is responsible for the whole school, including the children in the EYFS.

Deputy Designated Safeguarding Leads (DDSL)

All deputies are trained to the same standard as the designated safeguarding lead and the role is explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility will not be delegated.

Managing Referrals

The DSL will:

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to the local authority children's social care.



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- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and/or
- Refer cases where a crime may have been committed to the Police as required.
- Where the safeguarding concern or allegation does not reach the harm threshold, the DSL will keep the recorded notes in the safeguarding file, as a 'watching brief'.

Work with Others

- Liaise with the Link Proprietors to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the Case Manager and the designated officer(s) at the Reading Safeguarding Team (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- As required, where children leave the school, the DSL should ensure their child protection file is transferred to the new school as quickly as possible, ensuring secure transit, and confirmation of receipt should be obtained.
- In addition to child protection file transfer, the DSL should also consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new school to continue to supporting victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The DSL will:

- Ensure our safeguarding policies are known, understood and used appropriately.
- Ensure our Safeguarding & Child Protection Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this.
- Ensure the Safeguarding & Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of our school in this.
- Link with the local CSPoA to make sure that staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave our school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main children file, ensuring secure transit. Confirmation of receipt will be obtained.

Governors

All Governors will receive safeguarding and child protection training at induction, and then at regular intervals, to provide an informed overview and ensure that the school's safeguarding policies and procedures are effective.



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APPENDIX 4 Guidance on how to Deal with a Disclosure

There is no threshold for referral to the DSL/DDSLs. A safety-first approach should be adopted. Informal advice is available to all staff and to the DSL/DDSLs from CSPoA.

Staff Action: All adults must respond to disclosures using non leading techniques:

Receive	Reassure	Respond	Record	Refer
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Receive

- Accept what you are told – you do not need to decide whether or not it is true.
- Listen without displaying shock or disbelief.

Reassure

- Acknowledge their courage in telling.
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator young people often love adults who abuse them).
- Never promise confidentiality, only discretion.
- Reassure them, but do not promise what you may not be able to deliver ‘everything will be all right now’ (it may not be).

Respond

Respond to what the children has said, but do not interrogate.

- Avoid leading questions such as ‘Was it your father? Did he touch your breasts?’ Questions such as these can be used by defence counsel in a subsequent court case to suggest that you ‘contaminated’ the child’s evidence. TED questions should be – “Tell, Explain, Describe”
- Ask open ended questions: ‘Do you want to tell me anything else?’ ‘And?’ ‘Yes?’
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question. For example, asking ‘were you sitting up or lying down when this happened?’ contains the answer in the question.
- Explain what you will do next and (where appropriate) the referral process

Record

- Make brief notes as soon as possible and keep securely with all other evidence
- Keep original notes, then write up subsequent record on the designated Safeguarding and child protection cause for concern form – include date, time, place.
- Record the actual words the child uses
- Describe observable behaviour
- Sign the record using names not initials

Refer

- Refer the matter as soon as possible and in any event within 24 hours, with all relevant details including records and evidence to the DSL/DDSL



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- The DSL/DDSL will ask you for the key facts in the forms contained at the end of this policy
- A decision will then be made whether to refer further by the DSL/DDSL
- Records will be kept of the action taken and by whom

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. Anybody can make a referral in these circumstances.



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APPENDIX 5 Staff Behaviour Policy (Code of Conduct)

The purpose of this Code of Conduct is to confirm and reinforce the professional responsibilities of all adults associated with the school, including teachers, non-teaching staff, Proprietors and volunteers, with regard to their relationship with pupils; to clarify the legal position in relation to sensitive aspects of staff/pupil relationships and to set out the expectations of standards to be maintained within the school.

Our aim is to create an environment and culture that ensures, as far as reasonably possible, the safety and well-being of all children in our care at any given time, whether in school or on a trip or visit.

Core Principles

Staff should treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position.

Staff must have regard to the expectation that they will actively promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, the rights of others and tolerance of those with different faiths.

Staff have an obligation under the Prevent strategy to understand and engage with the Channel process, to help identify those vulnerable to radicalisation and their behaviours, and make referrals within and, if necessary, outside the school.

Staff must ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teaching staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Staff should understand the need to act as good role models for pupils and the school expects its staff to behave in a thoroughly professional manner and to set an example to pupils through high standards of personal behaviour.

Staff must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and this Policy of which this Code forms part.

Safeguarding

Adults in schools may be vulnerable both to the possible consequences of close professional relationships with pupils and to malicious or misplaced allegations made by pupils deliberately or innocently arising from their normal and proper association with them in school.

This Code is intended to give practical advice to staff, so that they know what to do should a safeguarding matter arise, and to ensure their conduct and relationships are, and are seen to be, entirely proper. Reference is made to related policies where further guidance and advice may be obtained.



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It is, however, impossible to lay down hard and fast rules to cover all the circumstances in which school staff relate to pupils and where opportunities for their conduct to be misconstrued might occur. Therefore, in all matters relating to pupil/staff relationships, staff must bear in mind how an action might reasonably be regarded by a third party. Staff should avoid any conduct which would lead any reasonable person to question the member of staff's motivation and intentions. At no time should staff undertake any action which could bring the school into disrepute.

It is realised that some staff will also know pupils and their parents under different circumstances from their professional relationship with them in School, for example, as neighbours, children of personal friends, or family members. In addition, some members of staff may have children at the school. This Code should therefore be read and, where appropriate, interpreted with this in mind (for example, with regard to gifts). It is therefore important that staff should exercise professional judgment where social contact with pupils and their families occurs, and where there may be a perceived conflict of interest. Staff should always seek advice from the relevant member of the Leadership Team as required.

Confidentiality

The school has a responsibility for the welfare of its pupils. The issue of confidentiality can arise in discussions with pupils, and staff must never agree to keep disclosed information confidential and should pass such information immediately to the relevant senior member of staff, if there is a risk of harm.

Confidential information about the school, or any member of the school community, including pupils' parents, and staff, should never be used casually in conversation or shared with any person other than on a professional 'need to know' basis.

Working with Pupils

Written Communication with Pupils, including e-Communications:

- Staff should at all times follow the Acceptable IT Use and Online Policy and social media Policy.
- Staff should not divulge personal email or mobile phone numbers to pupils, nor should they be used when communicating with pupils, including by text message.
- Only school email accounts should be used when staff are communicating with pupils, and when pupils communicate with staff.
- On school trips, a school mobile should be used: staff personal mobile numbers should remain confidential.
- Staff should not invite pupils to be their 'friend' on Facebook or other personal social media sites, such as Twitter, etc., nor communicate with pupils via such sites. Staff should also think very carefully before communicating in such a way with past pupils, especially where the former pupil has a sibling who remains at the school.
- Staff should not accept any invitation from girls to be their 'friends' on social media sites (including, for example, Twitter and Instagram), or to follow their profile.
- Staff who have profiles on social media sites should protect them appropriately.
- Staff using e-mail and text messaging, or similar, need to ensure that such communication remains suitably formal in content and language.
- All correspondence with or about pupils should remain professional at all times. Such documentation may be subject to a data protection request or could be used in any ensuing



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complaint and an untoward comment could lead to unforeseen and unintended consequences.

Images and recordings

(See Taking and Storing Images of Pupils Policy and social media Policy)

- Only school equipment – e.g., school cameras, iPads, or iPhones – should be used to capture images of pupils or filming of any description. In all cases, the pupils need to be aware that they are being filmed and that this is not being done without their knowledge.
- School equipment will be provided as required.
- Any images or recordings must be only downloaded to, and stored on, school equipment for school use. They must not be downloaded to personal equipment.
- Parents sign a declaration to confirm they are happy for their child(ren's) photograph to be displayed in school publications, publicity material, and on the school website. A list of pupils whose parents are not happy for their photograph to be used is held by Steph Manson. This request from parents must be respected. Caversham Preparatory School will ask for permission (separate to a parent declaration), for special media events.

Physical contact with pupils

- Caversham Preparatory School does not ban physical contact with pupils. However, staff are advised not to make unnecessary physical contact with pupils. Physical contact which might be misconstrued by the pupil, parent or casual observer should be avoided.
- There may be occasions when a distressed child needs comfort and reassurance which may include physical comforting such as a caring parent would offer. In such circumstances, it may be appropriate to seek the agreement of the pupil before comfort is offered.
- PE staff are likely to come into physical contact with pupils from time to time in the course of their teaching or other work, for example when showing a pupil how to use a piece of apparatus or equipment or whilst demonstrating a move or an exercise during PE and Games.
- Drama staff are likely to come into physical contact with pupils in teaching of physical theatre.
- Visiting Music Teachers: in line with guidance from the Musicians' Union, there should be no physical contact with pupils in the teaching of musical instruments. We do acknowledge, however, that there may be occasions where the pupil may benefit from some demonstration of posture or breathing, which might include some limited physical contact with the pupil.
- If the VMT feels that this would improve technique or performance, then the VMT should first discuss this with the respective Head of Music, (Victoria Mason) and if she concurs, then limited physical contact can take place, but only with the respective Head of Music present and with agreement from the children concerned.
- Following any incident where members of staff feel that their actions have been or may be misconstrued, a written report of the incident should be submitted immediately to the Designated Safeguarding Lead, the Head Teacher. This could apply especially in a case where a member of staff has been obliged to restrain a child physically to prevent them from inflicting injury to others or self-injury.



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Private meetings with pupils

- Staff should be aware of the sensitivities which could arise from private interviews with individual pupils.
- It is recognised that private interviews carry with them responsibility for pupil welfare and that there is a risk involved in such meetings. Such interviews should be conducted in a room with visual access. If there is no window, the door must be left open.
- If any form of physical contact which may be open to misinterpretation does occur during a private interview, it must be reported immediately to the Designated Safeguarding Lead, and a written record kept.

Relationships with pupils

- Staff must be aware that it is an offence under the Sexual Offences Act 2003 for a person over the age of 18 and in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. It is a very serious disciplinary matter (and very likely, serious legal matter) for any adult working or volunteering at the school to have any contact of a sexual nature with pupils, including those in the Sixth Form, or to groom pupils for such contact. The school will always report such matters to the Disclosure and Barring Service (DBS), Police, and Social Services, as well as taking its own disciplinary action, which will be dismissal. Other forms of inappropriate conduct will also be dealt with through the school's disciplinary procedures as a matter of serious concern and referred to the appropriate authorities.
- Staff should not give pupils their home address, home or mobile phone numbers, personal email address, or other personal data.
- Staff should not make arrangements to meet pupils, individually or in groups, outside school other than on authorised school trips or events.
- Staff should not form personal friendships with pupils.
- Staff should discuss with the Designated Safeguarding Lead, as soon as possible, if they feel a pupil has an infatuation with them.
- Staff should ensure that their interactions with pupils are appropriate to the age and gender of the pupils, taking care that their conduct does not give rise to comment or speculation and ensuring that their actions and behaviour do not put pupils or themselves at risk of harm or of allegations of harm to a pupil. Demeanour and language therefore require care and thought.

Transportation

(See our School Trips and Outings Policy)

Pupils may only be transported in staff cars if:

- There is written permission from the parent.
- Seatbelts are worn.
- The car is road-worthy and adequately insured for business use.
- Children should not be transported alone.
- Such use of staff cars should be noted on the relevant Risk Assessment.

School Trips

Staff should be particularly careful when supervising pupils in a residential setting or on an extended visit away from home, where a more informal atmosphere tends to be usual and where



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staff may be in proximity to pupils in circumstances very different from the normal school environment.

Gifts

- Teachers should not give personal presents to an individual pupil. Prizes should only be given to pupils in line with school policy and practices.
- Staff should not accept gifts or favours from pupils on a regular basis.
- If a member of staff receives regular gifts from a pupil or parents, the DSL must be informed in writing.

Recruitment

The school has a Safer Recruitment Policy.



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APPENDIX 6 Safeguarding and Child Protection Cause for Concern Form

Please include full details of your concerns below:

Child's name:	
Class/Year/Tutor group:	
Date of concern:	
Time of concern:	
Details/Context: <i>It is essential that you distinguish between hearsay, gossip and observation. Use the exact words of the child or young person wherever possible. Give the context e.g., people involved, where it took place etc.</i>	
Witnesses:	
Signed:	Date:
For use by the DSL only	
Action taken by DSL (if necessary):	
Signed:	Date:



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APPENDIX 7 Pupil Chronological Safeguarding Form

Use the link below to get to the log to allow you to record low-level safeguarding concerns.

This log does not replace the safeguarding cause for concern form which is a form in the DSL office. This log is for you to record events which happen within the classroom/playground which you think raise low level safeguarding concerns. These are safeguarding concerns which can initially be dealt with 'in house'. If you have a serious safeguarding concern about a child please speak to the DSL immediately and complete a safeguarding concern form (appendix 6-safeguarding policy 2021).

Examples of when to use this log is when:

- A child is continually being physical with other children
- A child does not understand the 'hidden' rules social rules of the classroom/playground
- A child has been continually late
- A child is persistently unhappy
- A child reacts out of character to a situation
- A child complains of consistently being tired
- A child is talking about adult topics/films/websites etc...
- A child is using adult/offensive language

There is an obvious overlap with the classroom behaviour log and a change in behaviour can be indicative of safeguarding concerns therefore it is important that we record both undesirable behaviour and safeguarding concerns. The purpose of this low-level safeguarding log is that we can try to spot safeguarding concerns as soon as possible and start school-level intervention if required.

Please record observations only, there is no need to interview children or ask for further clarification at this stage. If your concern is about something the child has said, please try to record the exact words they used. This document is shared with all staff and is part of SharePoint. If you feel the issue is more sensitive than for it to be placed on a document open to all staff, then please use the safeguarding cause for concern sheet instead, available in the DSL office.

This log is frequently monitored for any repetitive behaviours.



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APPENDIX 8: Proforma for sharing low level concerns about staff conduct

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with our staff Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary).

Date

Name of reporting member of staff

Name of person of concern

Dates and further details of concern

Signed by

This record will be held securely. Please note that low-level concerns will be treated in confidence as far as possible, but we may, in certain circumstances, be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.



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APPENDIX 9: Proforma for sharing serious concerns about staff conduct

Date of report.....

Name of reporting member of staff

Name of person of concern

Nature of the Allegation: (delete as appropriate) Physical/Emotional/Sexual/Neglect

If Physical – did it follow an authorised physical intervention or restraint? Yes/No

Date of alleged incident:

Where did the alleged incident take place?

Further details of the allegation.

Please include in your report –

- Name/s of child/children.
- If any, names of witnesses.
- Details of any injuries

This record will be held securely. This report may be subject to legal reporting requirements or other legal obligations to share information with appropriate persons, including legal claims and formal investigations.



Appendix 10: Children Missing Education

Introduction

Children Missing Education is a statutory guidance for local authorities (LA) published by the DfE (Updated 2016), which places a duty on our LA, Reading Borough Council (via Brighter Futures for Children) to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age and not receiving a suitable education. These children are referred to as Children Missing Education.

This policy relates specifically to the guidance provided by CME, it should be read in conjunction with the Admission and Attendance Policy which discusses changes implemented by Working together to Improve School Attendance

Who are Children Missing Education (CME)?

Children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks)
- Children go missing from education for a number of reasons including:
 - They don't start school at the appropriate time and so they do not enter the educational system
 - They are removed by their parents
 - Behaviour and/or attendance difficulties
 - They cease to attend, due to exclusion, illness or bullying
 - They fail to find a suitable school place after moving to a new area
 - The family move home regularly
 - Problems at home

The law requires all children between the ages of 5 and 18 to be in full time education or training. CME could also be a potential safeguarding issue.

Children and young people in the following groups are more likely to be missing from education:

- young people who have committed offences
- children living in women's refuges
- children of homeless families perhaps in temporary housing
- young runaways
- children with long term medical or emotional problems
- unaccompanied asylum seekers and refugees or children of asylum seeking families
- looked after children
- children with a Gypsy/Traveller background
- young carers
- children from transient families



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- teenage parents
- children who are excluded from school
- children who are removed or asked to leave independent schools

Why is it important to get Children Missing Education back in school?

Children who are not in school could be missing out on vital educational and social opportunities and experiences.

Some of them may be at risk of harm or be in situations that are unsafe.

Children who are not in school are at greater risk of involvement in criminal activity and becoming victims of crime themselves. There is also a higher risk that these children will be victims of abuse.

What can you do to help?

Children Missing Education Services are keen for schools to tell them about these children so that they can make sure that they are safe and that they receive an appropriate education.

Procedures at Caversham Preparatory School

See section on [Information Sharing](#) for how Caversham Preparatory School provides information to Reading Borough Council for non-standard starters and leavers.



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Policy Administration

Quoted People

The following people are named in this policy:

- Mr Dan Slape, Headmaster, DSL
- Mrs Andrea Hutchison, Deputy Head, DDSL
- Mr Andrew Lawson, Bursar, Safeguarding Governor
- Mrs Jacqueline Lawson, Executive Head, Proprietor
- Mr Ian Lawson, Chair of the Board of Governors, Proprietor

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Acceptable Use for Parents Statement
- Acceptable Use for Pupils Statement
- Acceptable IT use and Online Policy
- Admissions and Attendance Registers and Children Missing Education Policy
- Anti-Bullying Policy
- Behaviour Policy
- Exclusion Policy
- Code of Conduct for Staff Policy
- eSafety Policy
- EYFS Pupil Supervision Policy
- EYFS Staff Supervision Policy
- Intimate Care Policy
- First Aid Policy
- Health and Safety Policy
- Inclusion Policy
- Managing Medical Conditions Policy
- Missing Child Policy and Procedures
- RSE Policy
- Prevent Policy
- Pupil Supervision Policy
- Safer Recruitment Policy
- School Trips and Outings Policy
- Security Policy
- SEND Policy
- Social Media Policy
- Taking, Storing and Using Images of Pupils Policy
- Whistleblowing Policy



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Quoted Legislation

- [Keeping Children Safe in Education \(2021\) – KCSIE – September 2021 Update](#)
- [Working Together to Safeguard Children \(2018\) - December 2020 Update](#)
- [Disqualification under the Childcare Act 2006 - August 2018 Update](#)
- [Prevent Duty Guidance for England and Wales – April 2021 Update](#)
- [Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism \(2015\)](#)
- [The Prevent duty: Departmental advice for schools and childminders \(2015\)](#)
- [The use of social media for on-line radicalisation \(July 2015\)](#)
- [Multi-agency statutory guidance on FGM \(2016\) – July 2020 Update](#)
- [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\)](#)
- [Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [The Children Act 2004](#)
- <https://www.gov.uk/government/collections/teacher-misconduct>
- [Preventing and Tackling Bullying \(2013\) - July 2017 Update](#)
- [Teacher Misconduct: The Prohibition of Teachers \(2015\) - Update October 2018](#)
- [Children Missing Education – Statutory Guidance for Local Authorities – Sept 2016](#)
- [reading threshold guidance booklet - autumn 2020.pdf \(berkshirerwestsafeguardingchildrenpartnership.org.uk\)](#)
- [What to do if you're worried a child is being abused \(March 2015\)](#)
- <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- [Sexual violence and sexual harassment between children in schools and colleges \(Sept 2021\)](#)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_20_21.pdf
- [Domestic Abuse Act April 2021](#)
- [Serious Violence Strategy 2018](#)
 - <https://brighterfuturesforchildren.org/report-or-refer-concerns-about-a-child/>

Review Schedule

This policy is reviewed by the Head Teacher annually or if needed to respond to a situation.

Changes to this policy are reviewed and approved by the Board of Governors at their next meeting.

Update and Review Log

Updated/ Reviewed By	Date	Notes
C. Neal	Created September 2017	
C. Neal	Reviewed April 2018	Changed during the Inspection

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Full Board	Proprietor Review/July 2018	When writing Action Plan
C. Neal	Updated January 2019	Procedures of how to deal with allegations against teachers and other staff edited to give greater clarity.
J Lawson	Proprietor Review Jan 2019	Agreed
C. Neal	Updated February 2019	Using ISSR's Safeguarding Checklist Review
J. Lawson	Proprietor Review February 2019	Using ISSR's Safeguarding Checklist Review – Agreed and signed off
N. Williams	Updated September 2020	Apprised with KCSIE 2020 updates
J Lawson	Proprietor Review September 2020	Apprised with KCSIE 2020 updates
A Lawson	Administrative Review April 2020	Updated formatting, updated links, removed some references, updated for KCSIE 2021 references
N. Williams	Updated August 2021	Apprised with KCSIE 2021 updates
N. Williams	Updated November 2021	Apprised appendices.
J Lawson	Updated August 2022	Apprised with KCSIE 2022 updates
A Lawson	Updated August 2022	Restructured policy to follow the same structure as KCSIE for ease of maintenance.
A Lawson	Safeguarding Governor Review 1st September 2022	Sent to all Governors as part of our Safeguarding Procedures
A Lawson	Updated January 2023	Updated names and contact details