

# Child Protection and Safeguarding Policy

In line with 'Keeping Children Safe in Education' 2016



## St Mary's CE Infant School

This policy was updated on 6<sup>th</sup> March 2017

The policy must be reviewed and updated at least every 12 months.

St Mary's CE Infant School recognises its responsibility for safeguarding and child protection.

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## Overview

This document sets out the procedures for ODST schools in relation to Safeguarding and Child Protection. The content remains substantively the same as the model Oxfordshire Safeguarding Children Board document and is compliant with other LSCB policies. It has been amended where necessary to reflect the independent status of ODST as a Multi-Academy Trust. It is compliant with 'Keeping Children Safe in Education' 2016 and the required statutory content so is applicable to all ODST schools.

### **Part 1**

## **1. Introduction**

This policy has been developed in accordance with the principles established by the 'Children Act' 1989; and in line with the following:

- 'Keeping Children Safe in Education' 2016
- 'Working Together to Safeguard Children' 2015
- 'Framework for the Assessment of Children in Need and their Families' 2000
- 'What to do if you are worried a Child is being Abused' 2015
- Oxfordshire Safeguarding Children Board guidelines

The Local Governing Body (LGB), under powers delegated by the Trustees of the Oxford Diocesan Schools Trust (ODST), takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements exist within the school to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our school will provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our school and to pupils in our care.

This policy has been written in line with 'Keeping Children Safe in Education' 2016. All staff will sign to confirm they have read and understood Part I of this document.

## **2. Terminology**

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully;
- **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard](#)

[Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm;

- **Staff** refers to all those working for or on behalf of the school, full time or part time. In this specific context it applies to those in both a paid and voluntary capacity and those working at the school for a third party;
- **Child** refers to all young people who have not yet reached their 18th birthday;
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents;

### 3. Aims

The aims of this policy are:

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children;
- To ensure consistent good practice across the school;
- To demonstrate the school's commitment with regard to safeguarding children.

### 4. The role of school staff

Our staff team are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- **All our** school staff have a responsibility to provide a safe environment in which children can learn;
- The school has a designated safeguarding lead who will provide support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care;
- All our staff will be equipped to identify children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead, and understand they may be required to support other agencies and professionals in assessments for early help;
- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

### 5. What school staff need to know

All our staff members are aware of the systems within our school which support safeguarding, these are explained to them as part of their induction and include:

- This child protection and safeguarding policy;
- The ODST staff code of conduct held on the ODST website (sometimes called staff behaviour policy);

- The role of the designated safeguarding lead;
  - ‘Keeping Children Safe in Education’ 2016, part 1;
  - ODSST Whistleblowing policy;
  - Procedures for managing allegations about staff or volunteers;
  - What to do if they have a concern about a child.
- **All** staff members receive appropriate safeguarding and child protection training at induction and in addition, receive safeguarding and child protection updates, when required but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively;
  - **All** staff are made aware of the early help process, and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment;
  - **All** staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989. They also understand the role that may have to play in such assessments;
  - **All** staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals;
  - Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child.
  - **All** Staff know they should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will use school provided equipment for this purpose. Other specific events which involve photographs of pupils (i.e. press, external providers etc.) will only occur with the permission of the headteacher and designated person. Staff are also aware through the ‘Code of Conduct’ that mobile phones should NOT be used in class or while on duty, e.g. play and lunchtimes. School policies for Early Years Foundation Stage reflect the statutory requirements<sup>1</sup> on the use of cameras and mobile phones.

## 6. What school staff should look out for

- **All** staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see part 2 of this policy for the definitions);
- Advice from the DfE, provides more information on understanding and identifying abuse and neglect, e.g. <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>;
- Where safeguarding is concerned Staff members at our school are advised to maintain an attitude at all times of **“it could happen here”**. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child;

<sup>1</sup> [Statutory framework for the early years foundation stage](#)

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

## 7. What school staff should do if they have concerns about a child

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the relevant Local Safeguarding Children Board/Local Authority. See <http://www.oscb.org.uk/> or [https://www3.rbwm.gov.uk/info/200112/children\\_and\\_families/824/child\\_protection](https://www3.rbwm.gov.uk/info/200112/children_and_families/824/child_protection)
- If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible;
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate;
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving;
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

## 8. What school staff should do if a child is in danger or at risk of harm

**If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, they should be informed, as soon as possible, that a referral has been made.

## 9. What school should do if they have concerns about another staff member

If staff members have concerns about another staff member, then this must be referred to the Headteacher/ Principal. Where there are concerns about the Headteacher or Principal this should be referred to the Chair of Governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part 2 of this guidance.

**10. What school staff should do if they have concerns about safeguarding practices within the school**

- All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team;
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies are in place for such concerns to be raised with the school's senior leadership team;
- Where a staff member feels unable to raise an issue with the Headteacher or Chair of Governors or feels that their genuine concerns are not being addressed, they should approach the ODST HR Team;
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Part 2**

### **11. Key personnel at our school:**

The **designated senior person (i.e. designated safeguarding lead)** for child protection in this school is:

Mrs Sarah Grier

Contact details:

[head.3207@st-marys-witney.oxon.sch.uk](mailto:head.3207@st-marys-witney.oxon.sch.uk) , Tel.: 01993 702387

The **deputy designated person** in this school is:

Contact details:

The **nominated child protection governor** for this school is:

Mrs Hannah Whittaker

Contact details:

[hwhittaker@st-marys-witney.oxon.sch.uk](mailto:hwhittaker@st-marys-witney.oxon.sch.uk)

**The Headteacher is:**

Mrs Sarah Grier

Contact details:

[head.3207@st-marys-witney.oxon.sch.uk](mailto:head.3207@st-marys-witney.oxon.sch.uk) , Tel.: 01993 702387



## 12. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school ensures that the designated safeguarding lead or a deputy will be on site at all times that the school is functioning.

### The Local Governing Body (LGB)

The LGB of St Mary's CE Infant School under its delegated powers undertake to regularly review safeguarding related policies and procedures that operate in the school.

The LGB have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements.

The LGB will ensure that:

- All members of the governing body understand and fulfil their responsibilities;
- There is a designated safeguarding lead for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training;
- The school has in place a child protection policy with a staff behaviour (code of conduct), and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;
- Procedures exist for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher;
- Safer recruitment procedures are followed that include the requirement for appropriate checks in line with national guidance;
- A training strategy is agreed by governors that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The designated safeguarding lead should receive refresher training at two-yearly intervals;
- Regular update sessions for staff regarding safeguarding are provided so that staff are kept up to date with any changes and to ensure that safeguarding remains a priority at the school;
- Arrangements are in place to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- They nominate a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher. An annual report will be submitted to both the local authority and ODST about how the LGB's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- The school operates a safer recruitment procedure that includes:

- statutory checks on staff suitability to work with children and the disqualification by association regulations;
  - seeking at least two references with checks being made to verify the identity of the person completing these;
  - ensuring safeguarding messages are contained in recruitment materials and adverts;
  - all recruitment interviews contain questions or scenarios of a safeguarding nature;
  - ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training.
  - ensuring that at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and through relationship and sex education (RSE); Through circle time, SEAL, and assemblies, children are taught about safeguarding through an awareness of key safeguarding messages and planned visits from national and local safeguarding bodies (i.e. NSPCC). ChildLine posters are exhibited throughout the school and the children are aware of its service.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
  - Appropriate online filtering and monitoring systems are in place;
  - Enhanced DBS checks are in place for all Governors;
  - Any weaknesses in Child Protection are remedied immediately.

**The Headteacher will:**

- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the designated safeguarding lead and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with ODST's whistleblowing procedures;
- Ensure that children's safety and welfare is addressed through the curriculum.

**The school has ensured that the designated safeguarding lead:**

- Is appropriately trained and records are kept to show this is updated every 2 years;
- Acts as a source of support and expertise to the school community;
- Has an understanding of OSCB or other safeguarding children board's procedures;

- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- Refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure;
- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed;
- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- Coordinates the school's contribution to child protection plans;
- Develops effective links with relevant statutory and voluntary agencies;
- Ensures that all staff sign to indicate that they have read and understood this policy;
- Ensures that the school's child protection policy is updated annually;
- Liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate;
- Keeps a record of staff attendance at child protection training;
- Provides an annual safeguarding report to governors which is sent to the LADO/Safeguarding team (at County Hall) and to the ODST HR team no later than the December of the academic year, following the academic year to which the report applies;
- Makes this policy available to parents.

#### **Deputy designated safeguarding lead**

The role-holder will be appropriately trained and, in the absence of the designated safeguarding lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

#### **All staff will:**

Follow the local Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse. These can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk)

We will therefore:

- Implement and follow part 1 of this guidance;

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children;
- Support the child's development in ways that will foster security, confidence and resilience;
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate;
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. Guidance on record keeping can be found at:
  - [http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour\\_attendance/safeguarding\\_child\\_protection/Keeping\\_Child\\_Protection\\_Records.doc](http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc) or
  - [http://www.proceduresonline.com/berks/windsor\\_maidenhead/contents.html](http://www.proceduresonline.com/berks/windsor_maidenhead/contents.html)

### 13. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. We also accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life;
- Promoting a caring, safe and positive environment;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Social Care as soon as there is a significant concern;
- Notifying Social Care when a child/young person attending the centre is privately fostered;
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the designated safeguarding lead at the pupil's new school immediately.

### 14. Confidentiality

We recognise that all matters relating to child protection are confidential and the designated safeguarding lead will disclose personal information about a child or young person to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point. We will take no names consultations with our local Assessment Teams / MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

## 15. Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting;
- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate;
- We have adopted the ODST guidance on conduct for staff at our school. This forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour;
- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

## 16. Allegations against staff

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults;
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior member of staff available;
- The manager on all such occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), **before taking any action.**
- **In Oxfordshire contact should be made with:**

- Alison Beasley, Interim Designated Officer (01865 815956),
- Donna Crozier, Assistant Designated Officer (01865 816382).
- LADO team 01865 810603 or

[Lado.safeguardingchildren@oxfordshire.gov.uk](mailto:Lado.safeguardingchildren@oxfordshire.gov.uk)

## 17. Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so;
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. (0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday; Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) )
- Full details are provided in our whistleblowing policy.

## 18. Physical Intervention/Positive Handling

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance and DfE guidance on ‘The Use of Force to Control or Restrain Pupils’ 2010;
- Such events should be recorded and signed by a witness;
- We recommend that staff who are likely to need to use physical intervention should be appropriately trained;
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures;
- Full details are in our Behaviour policy.

## 19. Anti-Bullying

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our school will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate;
- We will liaise with the anti-bullying co-ordinator/officer where appropriate <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>
- Full details are in our anti-bullying policy.

## 20. Health & Safety

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits;

- Full details are in our health and safety policy.

## 21. Children with Special Educational Needs

At our school we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

## 22. Types of abuse and neglect

**All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children;
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child;
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone;
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children;

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

### 23. Specific safeguarding issues

- **All staff** have an awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger;
- **All staff** are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse;
  - bullying including cyberbullying <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>
  - children missing education <http://schools.oxfordshire.gov.uk/cms/content/pupil-tracking>
  - child missing from home or care [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/307867/Statutory\\_Guidance\\_-\\_Missing\\_from\\_care\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf)
  - child sexual exploitation (CSE) <http://www.oscb.org.uk/themes-tools/cse/> and Annex A
  - domestic violence <http://www.oscb.org.uk/themes-tools/domestic-abuse/>
  - drugs [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)
  - fabricated or induced illness [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)
  - faith abuse [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175437/Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)
  - female genital mutilation (FGM) <http://www.oscb.org.uk/themes-tools/fgm/> and Annex A
  - forced marriage and honour based violence <https://www.gov.uk/guidance/forced-marriage> and Annex A



- gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- gender-based violence/violence against women and girls (VAWG) <https://www.gov.uk/government/policies/violence-against-women-and-girls>
- hate <http://educateagainsthate.com/>
- mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- online safety <http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying>
- private fostering <https://www.oxfordshire.gov.uk/cms/content/private-fostering-arrangements>
- preventing radicalisation <http://www.oscb.org.uk/themes-tools/prevent-extremism/> and Annex A
- relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- sexting <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/> and Annex A
- trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Annex A contains important additional information about specific forms of abuse and safeguarding issues.

#### **24. Online safety**

At our school our pupils increasingly work online and we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place.

#### **25. Opportunities to teach safeguarding**

In our school we ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE) and through sex and relationship education (SRE).

#### **26. Allegations of abuse made against other children (peer on peer abuse)**

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns and ODST recognises that these include:

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality;
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18;
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others;
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.

We aim to reduce the likelihood of peer on peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils’ understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Pupils will be taught how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DP using the school’s child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DP, advice and guidance will be sought from Children’s Social Care and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil’s behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Full details are in our Procedures for dealing with Allegations of Abuse against Staff and Volunteers.

## 27. Dealing with Disclosures

**If a pupil asks to speak to you about a problem, do not promise confidentiality but explain that it may be necessary to consult a colleague.**

### Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

### Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### React

React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

Do not criticize the perpetrator; the pupil may have affection for him/her.

Explain what you will do next – inform designated safeguarding lead, keep in contact.

### Record

If possible, make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the pupil rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

### Report

Report the incident to the designated safeguarding lead and do not tell any other adults or pupils what you have been told.

**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

## **28.Record Keeping**

The designated safeguarding lead is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping\\_Child\\_Protection\\_Records.doc](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping_Child_Protection_Records.doc)

[http://www.proceduresonline.com/berks/windsor\\_maidenhead/contents.html](http://www.proceduresonline.com/berks/windsor_maidenhead/contents.html)

### Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

#### Key Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8;
- It affects both girls and boys and can happen in all communities;
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities;
- Victims of CSE may also be trafficked (locally, nationally and internationally);
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

#### Good practice – Individuals

- Recognise the symptoms and distinguish them from other forms of abuse;
- Treat the child/young person as a victim of abuse;
- Understand the perspective / behaviour of the child/young person and be patient with them;
- Help the child/young person to recognise that they are being exploited;
- Collate as much information as possible;
- Share information with other agencies and seek advice / refer to Social Care.

#### Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE;
- Promote and engage in effective multi-agency working to prevent abuse;
- Work to help victims move out of exploitation;
- Cooperate to enable successful investigations and prosecutions of perpetrators.

### Female Genital Mutilation FGM

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police

### **Forced marriages (FM)**

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

### **Prevent**

The Counter Terrorism & Security Act 2015.

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years' providers, registered late years providers and some holiday schemes.

We are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism;

- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies;
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation and our procedures are detailed in the 'ODST Tackling Extremism & Radicalisation Policy'.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The school governors, the Head Teacher and the Designated Safeguarding Leads (DSLs) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around PREVENT (020 7340 7264).

### **Youth produced sexual imagery - Sexting**

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. Producing and sharing sexual images of under 18s is illegal.

The response to these incidents will be guided by the primary concern at all times of the welfare and protection of the young people involved. However, when an incident involving children or young people produced sexual imagery comes to a school or Academy's attention:

- The incident should be referred to the Designated Person as soon as possible;
- The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Flowchart:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-FlowchartofConcern.pdf>

Information booklet:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-InformationBooklet.pdf>

Risk assessment:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-RiskAssessment.pdf>

## **Children Missing Education**

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of: underachieving, being victims of harm, abuse and neglect, including sexual abuse and sexual exploitation, and radicalisation, or becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities who have a statutory function to make arrangements to identify, as far as it is possible to do so, children missing education (CME). ODST believes this is critical to ensuring that all children of compulsory school age are safe and receiving suitable education and will cooperate with local authorities to help them fulfil their statutory function.

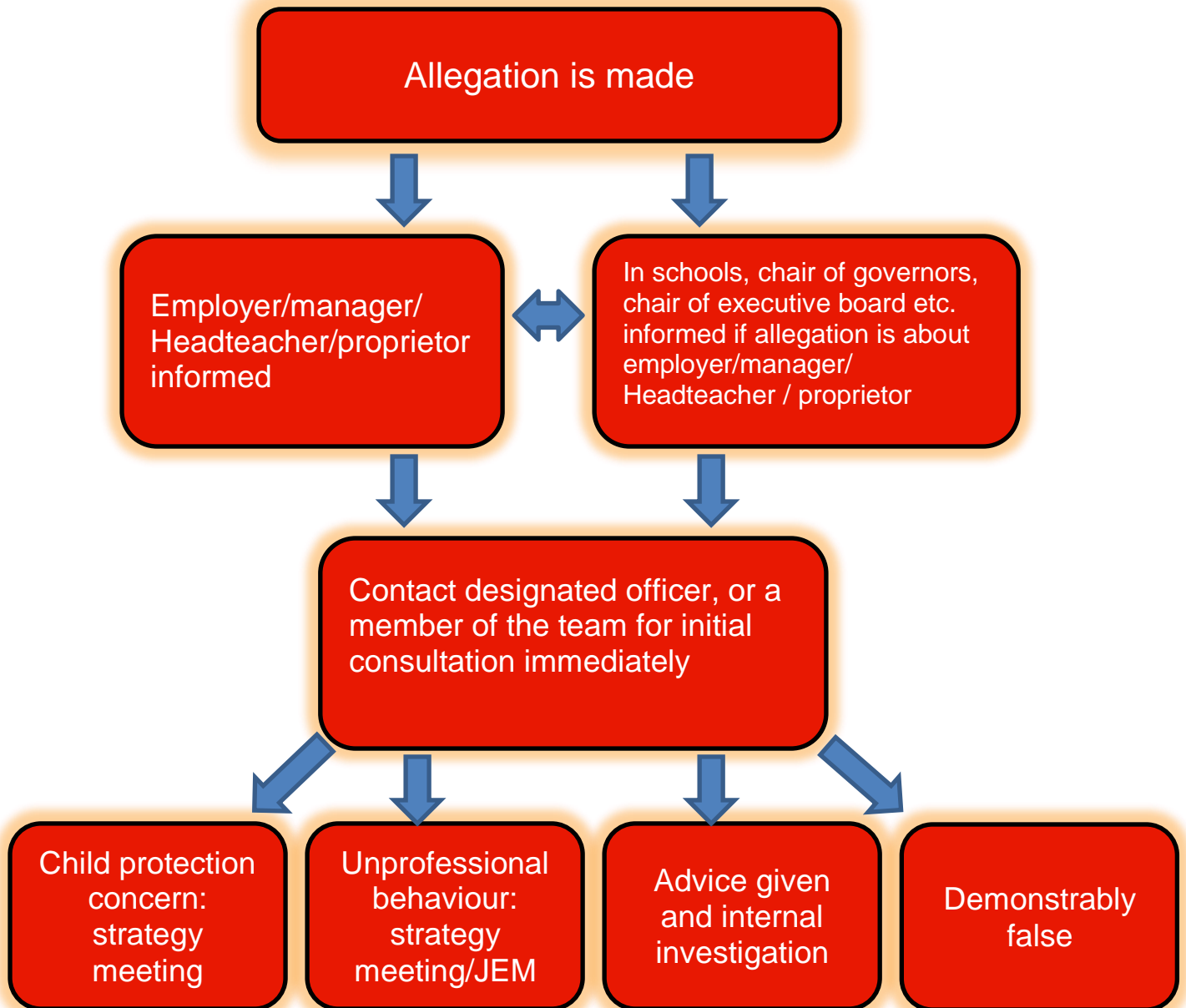


We will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with the Trust's policy 'Children missing education: guidance for Headteachers and Governing Bodies'.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

**Allegation flowchart**

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM: Joint Evaluation Meeting

**Appendix C**

Actions where there are concerns about a child

