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Safeguarding Children's Policy and Procedure September 2019

Responsibility: Head of School

Reviewed: September 2019

Reviewed by: Deputy Head

Next Review due: September 2020

File location: H drive , staff , child protection folder.

This policy is available:

- On the website-
- On request from - enquiries@lvs-oxford.org.uk

1.0 Key Contacts within the school and LTC charity (September 2019)

Role	Name	Contact details
Chair of Education Committee	Anita Adams	Sanita.adams@gmail.com 01344 884440
Nominated Governor for Child Protection	Janice Wren	mrsjwren@gmail.com
Head of School Designated safeguarding lead	Louisa Allison-Bergin	Louisa.Allison-Bergin@lvs-oxford.org.uk 07833474724
Deputy Head Designated safeguarding lead	Tracy Lucas	Tracy.Lucas@lvs-oxford.org.uk 01865 595170
Deputy Designated Child safeguarding lead	Sam Hewson	Sam.hewson@lvs-oxford.org.uk 01865 595170

1.1 Key Contacts within the Local Authority –Oxfordshire

OSCB – Oxfordshire Safeguarding Board	Multi Agency Safeguarding Hub – MASH – Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person. To make URGENT referrals out of office hours (5pm-9am)	0345 050 760 0800 833 408 oscb@oxfordshire.gov.uk mash-childrens@oxfordshire.gcsx.gov.uk
LADO – Oxfordshire	Alison Beasley	01865 810603 LADO.SafeguardingChildren@Oxfordshire.gov.uk Schools
Locality and community support service (LCSS)	Central North South	0345 241 2705 0345 241 2703 0345 241 2608

Schools Locality and community support link worker	Lorna Chilvers	Based in North team 034 241 2703 LCSS.north@oxfordshire.gov.uk
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*see Appendix 3 for Key contacts of all Local authorities' students at the school reside in.

This policy replaces all previous versions.

2.0 Introduction

This policy sets out the procedures governing the action to be taken in respect of students at LVS Oxford, in regards to all staff safeguarding the students.

It is written in accordance with:

- The Children’s Act 2004
- The Education Acts
- Safeguarding vulnerable groups act 2006
- The protection of freedoms act 2012
- ‘Safeguarding children and safer recruitment in education’ (GOV.uk 2014)
- Oxfordshire Safeguarding Children’s Board procedures.
- “Framework for the Assessment of Children in Need and their Families”
- Disclosure and Barring Service (DBS) checks (GOV.uk)
- Statutory guidance on children who run away or go missing from home or care (2014)
- Oxfordshire RMFHC protocols (OSCB website, (Jan2014)
- Keeping Children Safe in Education. (Department for Education September 19th (updated) 2018)
- Working together to safeguard children 2018
- What to do if you are worried about a child being abused March 2015– advice for practitioners
- Sexual Violence and harassment, DFE 2018
- Disqualification under the children’s act 2006 – July 2018
- DBS referrals guidance
- ISI commentary on the regulatory requirements September 2017
- Teacher misconduct: regulating the teaching profession March 2014
- Use of reasonable force in schools July 2013
- Prevent duty guidance , channel guidance
- The use of social media for online radicalisation July 2015
- Sexting in schools and colleges
- Relationship and Sex education 2019 for secondary schools
- Teaching online safety in schools 2019

Full guidance, ***Keeping Children Safe in Education (KCSIE)*** can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828312/Keeping_children_safe_in_education.pdf

What is Safeguarding?

Safeguarding and promoting the welfare of children is defined for the purposes of this policy 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; and
- Taking action to enable all children to have the best outcomes

Child protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

Children includes everyone under the age of 18.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

At LVS Oxford the DSL's are;

Designated safeguarding lead at LVS Oxford: Tracy Lucas (Deputy Head)

Designated safeguarding lead : Louisa Allison-Bergin, (Head of School)

Deputy Designated safeguarding lead : Sam Hewson

3.0 Policy Aims

LVS Oxford is committed to safeguarding and promoting the welfare of children. All students, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected for all types of harm and abuse. The policy forms a fundamental part of our approach to providing excellent pastoral care to all students.

This policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of students at LVS Oxford.

At LVS Oxford recognise that **all** adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from significant harm, and that the student's welfare is our paramount concern. It is **everybody's** responsibility. All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student. In order to fulfil this responsibility effectively, all professionals should make sure their **approach is student-centred**. This means that they should consider, at all times, what is in the **best interests** of the student. No single professional can have a full picture of a student's needs and circumstances. If students and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Staff members working with students are advised to maintain an attitude of **'it could happen here'**.

We understand that safeguarding incidents could happen anywhere in school and emphasise to staff that they should be alert to possible concerns being raised. LVS Oxford is committed to safeguarding and we aim to create a culture of vigilance.

LVS Oxford, as an independent special school, must take into consideration the fact that all the children have special educational needs and disabilities and therefore the school staff can face additional safeguarding challenges.

The school recognises that abuse can take place wholly online or tech may be used to facilitate sexual abuse on and off line.

The school recognises that abuse can be between students.

The school is committed to a multi-agency approach to safeguarding and agrees to adhere to the agreed inter-agency procedures and specifically in accordance with Oxfordshire county council local children's safeguarding board guidance. The school will ensure that its safeguarding arrangements take into account the procedure and practice of the local authority, including local protocols for assessment and the LSCB's threshold document.

The aims of this policy are:

- To support the students' development in ways that will foster security, confidence and independence.
- To provide an environment in which students and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those students.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

4.0 Procedures (see also procedure document in appendix 1)

Our school procedures for safeguarding students will be in line with the Oxfordshire Safeguarding Children's Procedures. We will ensure that:

All members of the school understand and fulfil their responsibilities. We have three nominated Designated Child Protection Officers (DCPO) with whom staff should address any safeguarding concerns. Our DCPOs have undertaken the initial designated safeguarding training and subsequent refresher courses every two years delivered by a suitably qualified professional/organisation.

We have a member of staff who will act in the DCPO's absence. All members of staff are provided with Child Protection Training annually, at the beginning of each year and then updates will happen throughout the year. All members of staff, volunteers, and governors know:

- The definitions, signs and symptoms of the four types/kinds of abuse and neglect (see section 15.0 and Appendix 2 for further detail)
- How to respond to a student who discloses to them
- What to do if they are concerned about a student being abused - CP alert form is on the H drive under Child protection or paper copies are available on the safeguarding noticeboard (In staff room)
- **Any** member of staff may raise concerns directly with Children's Social Care Services and must do **IMMEDIATELY** if they have serious concerns and a child is in danger

All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Policy, and reference to it in our handbook and on our website.

All school staff should be prepared to identify students who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.

- Our lettings policy will seek to ensure the suitability of adults working with students on school sites at any time.
- We will ensure that our selection and recruitment of staff meet the requirements as set down in Safer Recruitment guidance.
- We will ensure that there is at least one member of each interview panel has completed the safer recruitment course

Poor practice

Examples of poor practice include:

- Failing to act on early signs of abuse and neglect
- Poor record keeping
- Failing to listen to the views of the child
- Failing to reassess concerns where the situation does not improve
- Sharing information too slowly
- Failing to challenge those who are not taking action

Our procedures will be regularly reviewed and up-dated.

The names of the DSLs for Safeguarding will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All new members of staff will be given a copy of our Safeguarding policy and direct training from the DSL and access to the OSCB online training and also training through the Educare online training.

FAILURE TO REPORT CHILD PROTECTION CONCERNS IS A DISCIPLINARY OFFENCE AND COULD BE CONSIDERED GROSS MISCONDUCT.

5.0 Responsibilities

The DSL is responsible for:

Referring a student if there are concerns about possible abuse, to the Social Care Assessment team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.

- Keeping written records of concerns about a student even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from student records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals.

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- Ensuring that either they or the class teacher or residential key worker attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.

Ensuring that any student that is subject to a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.

Organising child protection training for all school staff.

Providing, with the Head of School, an annual report for the governing body, detailing any changes and reviews of relevant policy and procedures; training undertaken by the DSL, and by all staff and governors; number and type of incidents/cases, and number of children subject to a child protection plan (anonymised).

- Ensuring all staff know about the early help processes in the area and how to make a referral to social care.
- If after a referral the student'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 students' 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 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 student's situation doesn't appear to be improving

5.1 The Role of the Governors

The Governors are responsible for ensuring LVS Oxford has effective policies and procedures in place, and monitoring the school's compliance with them, through an annual review. At any time, the governors will remedy without delay any weaknesses in regard to child protection arrangements that are brought to their attention. Janice Wren, is the nominated governor for child protection, and she understand his role in keeping the rest of the governors abreast of any developments, and liaising with the LADO in the event of an allegation against the Head of School.

5.2 All staff

All staff must have read the following documents;

- Keeping Children Safe in Education (2018) Part one and Appendix A.
- Code of Conduct -for staff
- Behaviour Policy – students
- Safeguarding Policy
- Whistleblowing Policy
- It would be useful for staff to be familiar with the 'What to do if you are worried about a child being abused ' document

ALL documents are available on the H drive, staff, in the Safeguarding and child protection folder.

All school and college staff have a responsibility to provide a safe environment in which children can learn. You should also:

- Be aware of systems within your school which support safeguarding and have these explained to you during induction. This includes the child protection and staff behaviour policies, and the role of the designated safeguarding lead (DSL)
Be aware of the early help process and be prepared to identify children who may benefit from early help
Be aware of the process for making referrals to social services
Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure
- Receive appropriate child protection training, which is regularly updated □ Always act in the best interests of the child.

Signs of the need for early help;

- The need to act on concerns immediately by speaking to the DSL.
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously looked after children safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

ALL staff must be aware of and adhere to the procedures to report concerns and early help.

6.0 Supporting young people in our care

We recognise that a student who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of students who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all students by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying the Assessment Team as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the students' new school and ensuring the school medical records are forwarded as a matter of priority.
- Developing trusting and supportive relationships with parents and carers and having a culture of openness and sharing of information.

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As our school is working directly with students with complex SEN and disabilities we are aware that Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. **ALL** school staff are aware that that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The school is committed to supporting a multi-agency approach to supporting the young people in our care (**Inter agency working**) in according with the Working together to safeguard children statutory document, we are committed to the following ‘

- Working with other agencies such as social care, health and police via the Oxfordshire LCSS procedures or other local authorities procedures
- Coordinated offer of early help
- Interagency plans to support the young people
- Allowing access to social care workers
- Ensuring safeguarding arrangements take into account the procedures and practices of Oxfordshire local authority

7.0 Confidentiality

We recognise that all matters relating to child protection are confidential.

The Head of School or DSL will disclose any information about a student to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard students.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the students' safety or wellbeing.

We will always undertake to share our intention to refer a student to Children's Services with their parents/carers unless to do so could put the student at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

Information sharing

As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information. Further details on information sharing can be found in Chapter one of Working together to safeguard children .

Advice for practitioners providing safeguarding services to children, young people, parents and carers. Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

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

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

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

8.0 Supporting Staff

We recognise that staff working in the school who have become involved with a student 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 DSL and to seek further support as appropriate.

8.1 Staff induction, training and supervision

All new staff are subject to a 9-month probationary period. All staff have a period of induction to the school and are provided with a staff handbook.

All new staff, on their first day, receive induction into safeguarding procedures in the school. Prior to commencing work, they are required to complete online learning about safeguarding on a system called Educare.

The school has a rolling programme of 5 INSET days which cover a programme of safeguarding, first aid, food handling, behaviour management, Prevent and Autism. Safeguarding training is provided at the beginning of every year, this includes, Prevent, CSE, FGM and online safety.

Staff receive formal supervision from their line manager fortnightly. Informal supervision takes place on a daily basis and all managers within LVS Oxford operate an 'open door' policy.

Safeguarding is a standing item on SMT meetings and the SMT team discuss cases and plan management/action plans.

There are 2 morning briefings a week to ensure good communication about students.

The school's integrated psychotherapist works with the teachers and LSA teams once a week to support them in relation to students and offers a drop in to staff, weekly.

All information regarding students is available on the school's database system PASS/3SYS.

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8.2 Appropriate relationships with young people (see staff Code of Conduct)

Adults at LVS Oxford can offer students the opportunity to learn about forming trusting relationships. These can develop naturally within the context of mentoring and shared interests and activities, and for many students this is a new experience. Crucial for this process is the absolute clarity upon the part of the adult about the boundaries which must exist.

- Under no circumstances should a student visit the home of a member of staff
- Staff should not buy gifts, lend money, give their own clothes or receive gifts from children unless this has been discussed with the Head of School.
- Although on occasions, it may be appropriate to share something personal with a student: this will be given specifically to support the student and should be kept to a minimum.
- Never phone students at home during the holidays
- Never give a home or mobile number or home address to a student. If they accidentally become aware of a number, it must be reported to the Head of School.
- Contact with any students who have left the school must be arranged through the Head of School.
 - Do not let likes and dislikes play a part in deciding who to spend time with
 - Never make contact with students via social media sites.
- Staff must act as good role models of positive and relationships in LVS Oxford.

9.0 Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. We understand that at times there will be confusion for staff about what is/isn't appropriate to do with the students, staff should always check with the DSL or a member of the senior leadership team if they are unsure of what would be appropriate.

All Staff should be aware of school guidance on behaviour issues, and the school's own Behaviour Management policy.

We understand that a student 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 Head of School or DSL.
- The Head of School or DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)
- If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Director of Education who will consult LADO as above, without notifying the Head of School first.
- Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the LADO and the Human Resources Adviser.
- In the event of an allegation against the Head of School, the decision to suspend will be made by the Director of Education and CEO with advice.

10.0 Whistleblowing (Whistle Blowing Policy available on Z drive, policies and procedures, HR)

We recognise that students 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, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak in the first instance, to the DSL or Head of School. If the concern is about the Head of School then the staff member must contact the Head of HR, Nikki Annabelle.

11.0 Physical Intervention

Our policy on physical intervention by staff is set out separately in our Behaviour Policy and acknowledges that staff must only ever use physical intervention as a last resort, when a student is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.

We understand that physical intervention of a nature which causes injury or distress to a student may be considered under child protection or disciplinary procedures. (Please also see Behaviour Policy).

12.0 Bullying, including e-safety

Our policy on bullying is set out in a separate document (Anti-Bullying Policy) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

The policy on e-safety is set out to acknowledge that students are vulnerable to abuse from many different sources and so need to be equipped with procedures for disclosure and support under child protection and safeguarding

13.0 Prevention

We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where students feel secure and are encouraged to talk and are always listened to.
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHE, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. This includes online safety education.
- Culture of vigilance exists in the school
- A community that understands its responsibilities towards the care of the students

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14.0 Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students 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.

15.0 Types of abuse and neglect (see Appendix 2 for further detail)

All school 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 student. Somebody may abuse or neglect a student 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.

16.0 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.

Anti-modern slavery:-

For clarity, Modern Slavery encompasses: sexual exploitation, forced labour, criminal exploitation, domestic servitude and organ harvesting.

Bullying including cyberbullying:

See the schools Anti-bullying Policy and Oxfordshire guidance below:
<http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>

Child exploitation:

Staff must be aware that children can be exploited in many forms which include: committing burglary, selling drugs, sexually, gang violence and initiations.

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

Child sexual exploitation (CSE) : <http://www.oscb.org.uk/themes-tools/cse/>

Statutory definition of Child Sexual Exploitation Feb 2017; Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012). Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal'

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teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault (Barnardo's, 2011; CEOP, 2011; Berelowitz et al, 2012).

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

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

Faith abuse:

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/themestools/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).

Signs and symptoms of FGM

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

Forced marriage and honour based violence:

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)

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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.

The Honour Based Violence Awareness Network contains a significant amount of information on HBV:

<http://hbv-awareness.com/honour-based-violence> <https://www.gov.uk/guidance/forcedmarriage>

- **Gangs and youth violence:**

<https://www.gov.uk/government/publications/advice-to-schools-andcolleges-on-gangs-and-youthviolence>

- **Gender-based violence/violence against women and girls (VAWG)**

<https://www.gov.uk/government/policies/violence-against-women-andgirls>

- **Mental health** [https://www.gov.uk/government/publications/mental-healthandbehaviour-](https://www.gov.uk/government/publications/mental-healthandbehaviour-in-schools--2)

[in-schools--2](https://www.gov.uk/government/publications/mental-healthandbehaviour-in-schools--2)

- **Missing children and adults strategy:**

<https://www.gov.uk/government/publications/missing-children-andadultsstrategy>

- **Online safety:**

<http://schools.oxfordshire.gov.uk/cms/content/internet-safety-andcyberbullying>

Peer on Peer abuse:

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**.

Keeping Children Safe in Education, 2018 states that ‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’ (page 39). The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, ‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.’

At LVS Oxford we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child’s emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

See separate Appendix 4 for further information on **Peer on peer abuse**.

Private fostering:

In January 2014, Ofsted published a report called ‘Private fostering: better information, better understanding’. From a safeguarding perspective, the report’s findings gave much cause for concern. Many private fostering arrangements are ‘hidden’ and, it appears, are rarely brought to the attention of local authorities, even though there it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

The legislation governing private fostering is the ‘Children (Private Arrangements for Fostering) Regulations 2005’ and came into force following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt.

Given the ‘hidden’ nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children’s Services department.

What is private fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins).

Why are children in private foster care?

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health

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- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The Ofsted report into Private Fostering also refers to these reasons:

- children brought from outside the UK with a view to adoption
- children at independent boarding schools who do not return home for holidays and are placed with host families
- trafficked children

The Duty to refer to the Local Authority

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a responsibility to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. (see 'Replacement Children Act 1989 Guidance on Private Fostering 2005 paragraph 2.6)

Note that although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear who has parental responsibility.

Are children in private foster care defined as 'Local After Children'?

No. The term 'Looked After Children' means children who are looked after by the local authority. Privately fostered children are outside the care of the local authority.

Schools should not therefore code children in private foster care as 'LAC'.

How do local authorities monitor the welfare of children in private fostering?

The local authority must visit each privately fostered child at least every six weeks in the first year of the arrangement; and at least every twelve weeks in the second and subsequent year. In some areas schools are visited as part of this process to discuss the child with teachers.

The private foster carer has a duty to inform the local authority of any substantive changes to the arrangement or within the household.

Should schools be told about a private fostering arrangement?

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement <https://intranet.oxfordshire.gov.uk/cms/team-content/privatefostering>

Preventing radicalisation:

<http://www.oscb.org.uk/themes-tools/prevent-extremism/>

At LVS Oxford we are advised by The Counter-Terrorism and Security Act to have due regard to the need to prevent young people being drawn into terrorism, and will provide guidance and consultation to assist staff in any concerns regarding this issue. At LVS Oxford the designated senior staff responsible for Safeguarding are aware of all of these issues and have ensured that staff in the school are aware of the indicators and potential risks.

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 year’s providers, registered late year’s providers and some holiday schemes.
- Schools/settings 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 <http://educateagainsthate.com/>

Relationship abuse:

Abuse in relationships can happen to anyone. It’s not normal, it’s never OK and definitely not part of a healthy relationship. It isn’t always physical, it can be emotional and sexual abuse too. If your relationship leaves you feeling scared, intimidated or controlled, it’s possible you’re in an abusive relationship <https://www.disrespectnobody.co.uk/relationship-abuse/what-isrelationship-abuse/>

Sexting :

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude pic can happen in any relationship and to anyone, whatever their age, gender or sexual preference. It’s easy to think that everybody is sending these nude selfies – they’re not! Putting pressure on someone to send a nude pic, or sharing someone’s picture without their permission, even if it’s a friend and they say it’s just banter is wrong and even illegal. Taking, possessing or sharing a sexually explicit picture or video of someone under 18 is against the law. It doesn’t matter if they gave you permission, someone else sent it to you, you’ve never met them before, you are under 18 too or it’s a selfie. You and anyone else involved could be investigated by the police, and this could even affect your future education and employment. If you are over 18 and you send an image of yourself to someone who is also over 18, this is not a crime. However, you should consider the other consequences of sending and sharing images. <https://www.disrespectnobody.co.uk/sexting/what-issexting/>

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Trafficking and modern child slavery;

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

child sexual exploitation
 benefit fraud forced
 marriage domestic
 servitude Such as
 cleaning, childcare,
 cooking forced labour
 in factories or
 agriculture criminal
 activity such as
 pickpocketing, begging,
 transporting drugs,
 working on cannabis
 farms, selling pirated
 DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. Trafficked children experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected. Children are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of a child, family or community.

They may threaten families, but this isn't always the case – in fact, the use of violence and threats to recruit victims has decreased (Europol, 2011). Traffickers may promise children education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example sorting out the child's documentation prior to travel or organising transportation. Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers. Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking - a child cannot legally consent so child trafficking only requires evidence of movement and exploitation <https://www.gov.uk/government/publications/safeguarding-childrenwho-may-have-been-traffickedpractice-guidance>

Sexual Violence and harassment :

The school recognises the new Dfe guidance on sexual violence and harassment. Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
 - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
 - challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia . Dismissing or tolerating such behaviours risks normalising them.
 - Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times⁶ more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
 - the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
 - communication barriers and difficulties overcoming these barriers.
- Children who are Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Sexual violence . It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence in this advice, we do so in the context of child on child sexual violence.

For the purpose of this advice, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual harassment. For the purpose of this advice, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or

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make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and antisocial behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm

Upskirting

Upskirting is the act of taking a sexually intrusive photograph up someone's skirt without their permission. It is now illegal.

17.0 Online safety

At our setting our students increasingly work online, we recognise that it is crucial to safeguard our students from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place and that online safety is part of the whole school curriculum.

18.0 Opportunities to teach safeguarding

In our setting we ensure our students 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), tutorials and through sex and relationship education (SRE).

19.0 Attendance

The law requires all schools to have an admission register and, an attendance register. All students must be placed on both registers.

The school ensures that they hold more than one set of contact details for all students in the case of emergencies.

All schools must inform their local authority of any student who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a student from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the student's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

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20.0 Dealing with Disclosures

If a student 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 student 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 questions open e.g. 'is there anything else you want to say?'

If you need to try to get more details again keep to open questions, "tell me a bit more about that"

If you do ask questions remember to record the questions you ask as well as the responses the young person gives

Do not criticise the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform designated teacher, 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.

Record what was actually said by the student rather than your interpretation what they are telling you, be factual at all times, record the date, time, place and any noticeable nonverbal behaviour.

Report: Report the incident to the designated teacher and do not tell any other adults or students 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.

21.0 Record keeping

At LVS Oxford the designated teachers for child protection ensure that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place (Deputy Head's office). The records are a coherent factual record of the concerns that are stored on individual students in a clear chronological order. Each folder has a front sheet with a chronology.

The folders are regularly checked and reviewed by the DSLs.

22.0 Safer recruitment procedures

All new appointments will be made following the good practice outlined in the school's recruitment policy. Decisions about the suitability of prospective employees are based on checks and evidence including: criminal

record checks (DBS checks), barred list checks, together with references and interview information; all new employees are subject to DBS checks at the Enhanced Disclosure level. The school may also conduct vetting checks on any family members over the age of 16 if the prospective employee's employment requires them to be resident on the same premises as boarders.

Volunteers who will be carrying out regulated activity unsupervised will be required to obtain an enhanced DBS certificate with a barred list check. Schools and colleges may obtain an enhanced DBS certificate (not including barred list information), for volunteers who are not engaging in regulated activity, but have the opportunity to come into contact with children on a regular basis, e.g. supervised volunteers. Employers are not legally permitted to request barred list information on a volunteer who, because they are supervised, is not in regulated activity.

In order to verify the validity of references the school will make direct contact with a referee to ensure the written reference is genuine.

Where the school uses agency staff, the school will ensure that written notification from the agency is obtained that they have carried out all the checks on an individual who will be working at the School would otherwise obtain.

Where the school uses contractors, the school will ensure that any contractor working at the school has been subject to DBS checking as appropriate, depending on whether or not they might be working unsupervised with or near pupils. Such situations will be risk assessed.

Although the school does conduct rigorous pre-employment checks we recognise the need to remain vigilant in monitoring employee, agency worker and volunteer behaviour, and through the training provided, staff are also made aware of this.

22.0 Monitoring and Evaluation

Our Child Protection Policy and procedures will be monitored and evaluated by;

- Safeguarding governor
- Governing body
- SMT meetings – review of files / standard agenda item
- Scrutiny of attendance behaviour
- Scrutiny of risk assessments
- Logs of bullying /racist/behaviour incidents for SMT
- Review of parental concerns
- Oxfordshire LADO – audit and Safeguarding annual report

This policy applies to the whole school, it should be read in conjunction with the following documents and policies; also links with our policies on;

- Keeping children safe in Education
- Working together to safeguard Children
- IT acceptable user policy
- Behaviour Policy
- Staff Code of Conduct
- Whistleblowing policy
- Anti-bullying policy
- Health and Safety Policy
- Attendance Policy
- Sex and relationships education
- Photography Policy
- Administration of medicines
- First Aid Policy
- SMSC at LVS Oxford
- Preventing Radicalisation and Extremism
- Self-harm Policy
- E-Safety Policy
- Mobile Phone Policy
- Social media Policy
- Peer on peer abuse Policy
- Visitor Policy
- Missing children in education policies
- Equality and Diversity Policy
- Lone Working Policy
- Physical restraints policy
- Work experience policy
- Safer recruitment and selection policies

Appendix 1 – Child protection procedures at LVS Oxford Recognition of Child Abuse

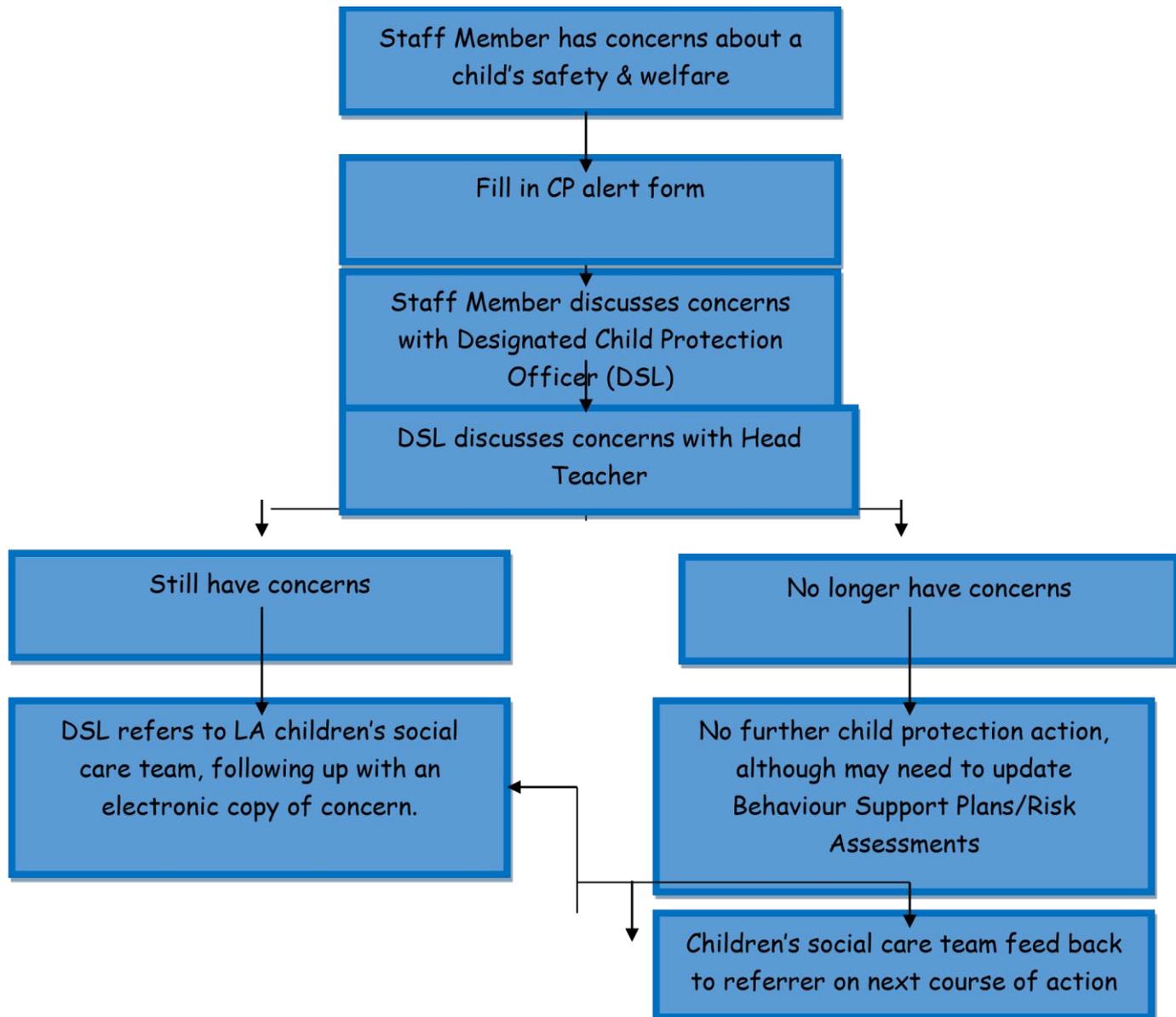
Students attending LVS Oxford will have specific communication difficulties and due to socialisation and imagination difficulties may have problems understanding the situation they are in or when certain situations/actions by others are not appropriate, therefore all staff at must be especially vigilant and aware of the indicators of abuse. All staff should be familiar with **Appendix 2 ‘Safeguarding Children: Indicators of Abuse’**.

Abuse occurs in a range of circumstances. The child may suffer abuse whilst away from school, for example at home, on visits to family members or friend’s houses. Within the school environment it is possible a child could be being abused by, another child or children or by a member of staff, parents or carers or visitors.

The assessment of harm or abuse should be multi-disciplinary and no individual professional should take or have the responsibility of determining whether harm has occurred or not.

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

Reporting Referral and Immediate Action



Failure to report actual or suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.

The DS must refer and discuss any disclosed concerns with the duty assessment team in the student's home local authority and inform Oxfordshire duty and assessment team of the referral. (or other local authorities) Where possible the DSL will discuss concerns with the family and inform them of any referrals being made to children's social care team, unless this may place the student at risk of significant harm, lead to the risk of losing evidence or in cases where fabricated or induced illness is suspected.

The referrer should keep written evidence of:

- Discussions with the student
- Discussions with parent/carer
- Discussion with managers
- Information provided to children's social care team
- Decisions taken (clearly timed, dated and signed)

The timings of referrals must reflect the level of perceived risk, but should usually be within one working day of the recognition of the risk/disclosure from the student.

Responding to disclosures/allegations of Abuse.

If a student or young person says or in some way indicates that abuse has taken place:

- Listen and take seriously what the student communicates.
- Record exactly what and how the child communicates.
- **Do not** promise to keep the information secret, make it clear who you need to tell.
- Allow a student who is freely recalling significant events to continue but do not press for detail beyond what is minimally necessary to be clear that some form of abuse is being described.
- Be calm and reassuring
- Tell the student that there are people who will help, and will keep them safe.
- **Do not** express disbelief, however incredible the story appears
- **Do not** make suggestions about what has taken place or how it came about, or question the child except to clarify what he/she is saying.
- **Do not** ask a child to repeat what has been said to somebody else before referring
- **Do not** make assumptions of the child's feelings
- Avoid condemning the alleged abuser but do reassure the child that he/she is not responsible for anything that has happened despite what they may have been told.
- **Do not** assume the parents/carers are not involved with or a party to the abuse.
- Write down exactly what has been communicated immediately afterwards, describing specifically what was communicated and how and what you said in response.
- Always remember-responsibility for making enquiries & investigating allegations rest with children's social care & police child protection team (CPT) along with other relevant agencies, not us.

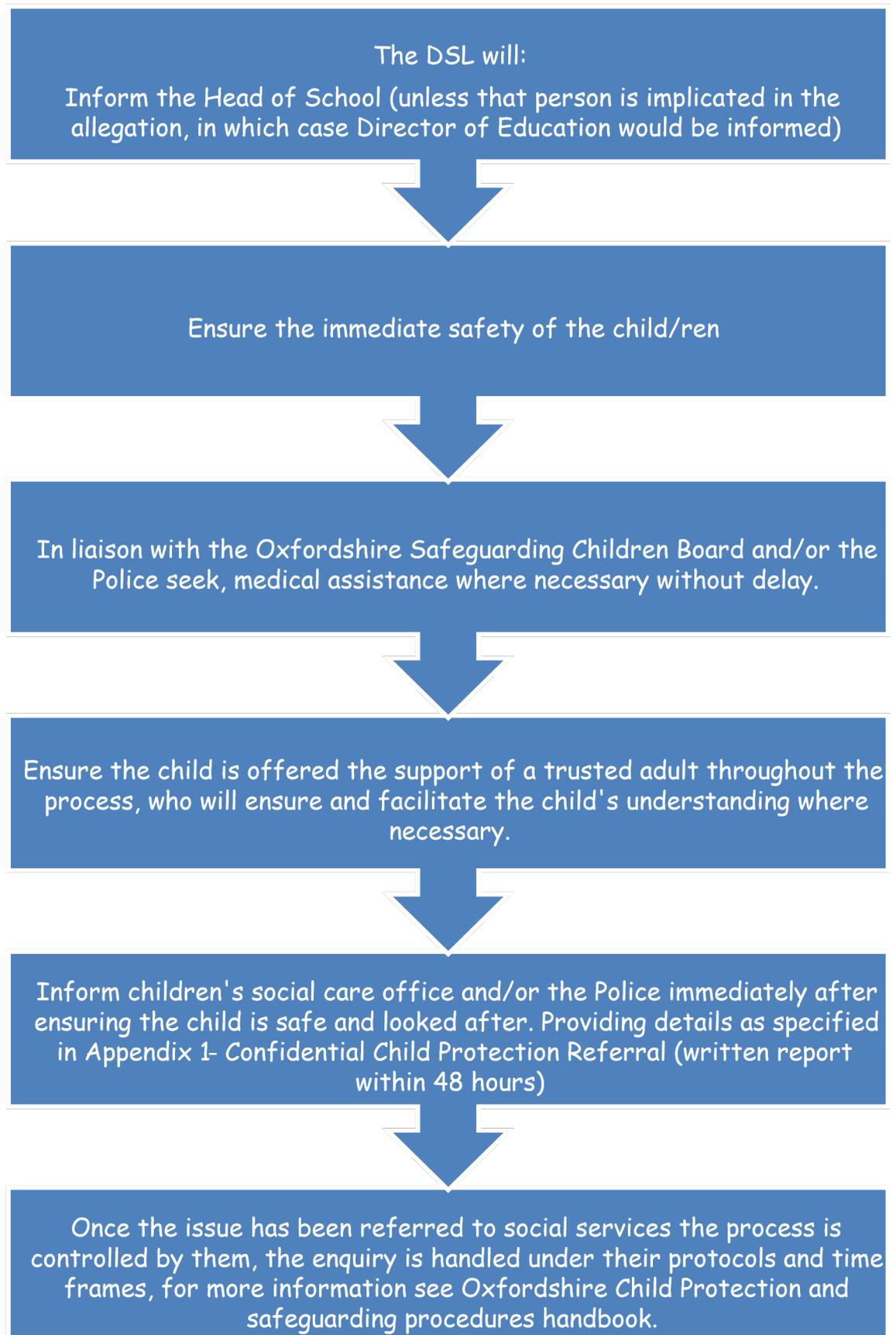
It is important in your report that you include the child's physical/emotional state and ensure the report is signed, dated and timed.

You must inform the duty Safeguarding Officer immediately.

You must not discuss any of the information with anybody; all information received from the student should remain confidential at all times.

***refer to safeguarding noticeboard**

Responding to allegations against staff



In addition to the above procedures, the following procedures apply when:

The alleged abuser is a member of staff at LVS Oxford

- The Head of School will discuss situation with the police and social services
- The Head of School will inform member of staff that she/he is suspended until child protection enquiry is completed.
- The Head of School in consultation with social services will agree who is to inform parents/carers, how and when
- Decide if other staff might be implicated and what action should be taken
- Staff suspended from duty should be informed not to contact other staff members, parents or trustees at LVS Oxford.
- It is the responsibility of Head of school to ensure the Disclosure and Barring Service are made aware *if a member of staff or a volunteer is dismissed because they have harmed a child or vulnerable adult, or would have done so if they had not left.*

Abuse by a member of staff of a child not at LVS Oxford:

- If LVS Oxford becomes aware that a member of staff is involved in an external child protection investigation that member of staff will be suspended until such time as the enquiry is complete.

Abuse by a child/young person

- Where the alleged abuser is another student the Head of school will agree any immediate action in respect of the alleged abuser, particularly where the child should reside, in order to maintain the safety of the other children.
- Decide how the alleged abuser's parents will be informed of the matter and be involved in discussions/decisions unless to do so would risk the safety of the alleged victim/abuser/other child and/or the conduct of the enquiry.

Appendix 2

Safeguarding Children: Indicators of Abuse

Definition of Abuse

The DfE guide 'Keeping Children Safe in Education' defines abuse as *'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. They may be abused by an adult or adults or by another child or children.'*

Section 120 of the Adoption and Children act broadens the definition of harm to *'including for example impairment suffered from seeing or hearing ill-treatment of another'*

Categories of abuse

'Keeping Children Safe in Education' sets out the definitions and examples of the four broad categories of abuse which are used for the purpose of recognition:

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

The categories overlap and an abused child frequently suffers more than one type of abuse. This appendix provides definitions of these categories and information to help identify potential abuse and neglect and the required response.

Physical Abuse

Definition

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

Recognition

This section provides information about the sites and characteristics of physical injuries that may be observed in abused children. It is primarily to assist staff in the recognition of symptoms that should be referred to Social Services.

The following is often regarded as an area of concern:

- An explanation which is inconsistent with the injury
- Several different explanations for an injury
- Unexplained delay in seeking treatment
- Parents/carers who are uninterested or undisturbed by an accident or injury.
- Parents who are absent without good reason when their child is presented for treatment

- Repeated presentation of minor injuries
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries.

Other indicators of physical abuse are:

- Bruising – Children can have accidental bruising (usually accidental bruising will appear on elbows/knees etc) but some types of bruises must be considered as highly suspicious unless there is an adequate explanation and medical advice has been sought and followed
- Bite Marks – Human bite marks are oval or crescent shaped
- Burns and Scalds – It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion.
- Fractures – Fractures cause pain, swelling and discoloration over a bone or joint.
- Scars – a large number of scars of different sizes and ages
- In-explicable fear to go home
- Nerviness/jumpiness
- Bullying
- Self-abuse
- Sadistic behaviour
- Inappropriate behaviour to other children.

Emotional Abuse Definition

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless, unloved, unvalued or inadequate. It may feature age or developmentally inappropriate expectations being imposed on a child this includes over-protection as well as interactions beyond the child's current development, seeing or hearing the ill treatment of others, serious bullying causing children to frequently feel frightened or in danger.

Recognition

Emotional Abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

- Usually based on observations over time
- Abnormal parent/carer relationship
- Developmental delay
- Behavioural problems
- Frozen watchfulness
- Low self-esteem
- Lack of socialisation
- Known domestic violence in the home
- Parents with mental health problems
- Child regularly late or not collected
- Child unsupervised or unattended regularly

Sexual Abuse Definition

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. The activities may or may not involve physical contact. Child sexual abuse includes:

- Rape – Penetration committed by a male on a male or female without consent.
- Sexual assault by penetration: penetration of the vagina or anus with a part of the body or anything else.
- Sexual Assault touching a person sexually without consent
- Sexual activity with a child – a person over 18 intentionally sexually touching a child under 16
- Causing or enticing a child to engage in sexual activity
- Other forms of sexual activity – taking indecent photo's or exposure to pornography

Recognition

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and a full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult unless the child discloses and is believed, recognition is more difficult with the population at LVS Oxford as symptoms of their difficulties with Communication/socialisation/imagination can be confused and appear similar to those detailed below. Some indicators are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self harming behaviours
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes
- Running away
- Pain or itching in the genital area
- Vaginal Discharge
- Sexually Transmitted Diseases
- Blood on underclothes
- Pregnancy
- Injuries to genital area, buttocks etc

Neglect Definition

Neglect is the persistent failure to meet a child's physical and physiological needs likely to result in the serious impairment of the child's health and development. Neglect can involve a parent/Carer failing to:

- Provide adequate food, clothing, shelter
- Protect a child from physical and/or emotional harm or danger
- Ensure adequate supervision
- Access appropriate medical care or treatment
- Meet a child's basic emotional needs

Severe neglect of children is associated with major impairment on growth and intellectual development; neglect in extreme cases can also result in death.

Recognition

Evidence of neglect is built up over time and can cover many different aspects of parenting.

- Child related indicators
- Unkempt, dirty, smelly
- Frequently hungry
- Listless, apathetic and unresponsive
- Anxious attachment or aggression
- Failure to grow or develop in normal patterns
- Recurrent untreated skin conditions
- Unmanaged/untreated health/medical conditions
- Frequent accidents/injuries
- Frequently absent from/late at school
- Poor self esteem
- Thrives away from home environment.
- Indicators in the care provided
- Failure by parents/carers to meet basic essential needs
- Failure by parents/carers to meet health and medical needs
- Dangerous/hazardous home environment
- Poor state of home environment
- Lack of opportunities for child to play/learn
- Child left with adults who are intoxicated/violent etc
- Child abandoned or left alone for specific periods
- Neglect of pets

Where a child is suffering any form of abuse in a given household, consideration must be given to the possibility that other children in the household may also be at risk.

Child Sexual Exploitation Definition

Statutory definition of Child Sexual Exploitation Feb 2017;

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. (Barnardo's, 2012).

Recognition

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault (Barnardo's, 2011; CEOP, 2011; Berelowitz et al, 2012). Statutory guidance - February 2017

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf?mc_cid=a75521557b&mc_eid=0c8633911e

(Please also see Appendix 3: Oxfordshire Safeguarding Children's Board screening tool for CSE).

Please also see Children Missing Policy.

Appendix 3

Important Contact numbers

To report a concern – contact Oxfordshire’s MASH – 0333 014 3325

If you are unsure whether to make a referral

You can contact the Locality and Community Support Service (LCSS) and request a **‘no names’ consultation** (meaning you don’t give the child’s name). You can then discuss the situation with them and they will advise you on what to do next. If a referral needs to be made they will advise you of this.

- **LCSS Central: 0345 241 2705** • **LCSS North (including Banbury, Witney, Bicester, Carterton and Woodstock): 0345 241 2703** • **LCSS South (including Abingdon, Faringdon, Wantage, Thame, Didcot and Henley): 0345 241 2608**

Helpline numbers	
Speak to	ity and Community Support Service (LCSS):
LCSS North:	241 2703
LCSS Central:	, 241 2705
LCSS South:	241 2608
Emergency Duty Team	0800 833 408
	agement 01865 328563 or call the Oxford City Social Care team on
	01865 32856 3

Oxfordshire LADO

For all allegations please contact: Alison Beasley – Interim Designated Officer (LADO)

Email: LADO.SafeguardingChildren@Oxfordshire.gov.uk Schools

Tel: Safeguarding Team: 01865 810603

Prevent/Channel concerns - Oxfordshire

0345 050 7666

Other local authorities safeguarding teams contact details

Essex MASH team: - 0345 603 7627

West Berkshire MASH team: - 01635 503090

Swindon MASH Team: - 01793 466903

Warwickshire MASH team: - 01926 742510

Northamptonshire MASH team: - 0300 126 1000

Hertfordshire MASH team: - 0300 123 4043

Buckinghamshire MASH team:- 0845 4600 001

Appendix 4 –

Peer on Peer abuse procedures

At LVS Oxford we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s behaviour policy. **We recognise that abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘just having a laugh’ or ‘part of growing up’.**

Introduction

DfE guidance Keeping Children Safe in Education (2018) says that “governing bodies should ensure that there are procedures in place to handle allegations against other children”. The guidance also states the importance of minimising the risks of peer-on- peer abuse.

In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form.

Definition*

- The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
- The definition for child sexual exploitation (DCSF 2009) captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
- The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
- Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18 (London Safeguarding Children Board 2009)

*Practitioner Briefing #1: What is peer-on-peer abuse? Carlene Firmin and George Curtis, MsUnderstood Partnership (2015)

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding

procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation.

Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)

Prevention

At our school we will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding concerns or reports of abuse in any form may be made against students in our setting.

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation

Specific safeguarding issues against another student may include:

- Physical abuse
- Pre-planned violence
- Physical altercations
- Forcing other to carry out violence

- Forcing others to use drugs, alcohol or other substances
- Emotional abuse
- Bullying
- Threats and Intimidation
- Blackmail/extortion
- Sexual abuse – sexual violence and harassment
- Sexual assault
- Indecent exposure
- Indecent touching
- Showing pornography to others
- Forcing others to create/share/download indecent images
- Sexting (see full guidance)
- Sexual exploitation
- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
- Photographing or videoing other children performing indecent acts
- Sharing images through social media

Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible.
 - A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes
 - The incident should not be investigated at this time
 - The DSL will contact the MASH to discuss the case, and make a formal referral where appropriate
 - If the allegation indicates that a potential crime has taken place the MASH will refer the case to the police
 - Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH.
 - A risk assessment will be considered at this time to protect all parties involved.
 - It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our schools behaviour policy and procedures.
 - Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our schools policies and procedures.
 - A risk assessment should be considered along with an appropriate supervision plan
-
- Support should be given to all student involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set
 - The plan should be monitored and review dates set

If allegations made directly to other agencies,

In some circumstances parent or the alleged victims will report directly to other agencies. In these cases (if not police or social care) these agencies should make referrals to the MASH or the police.

MASH or police should liaise directly with the DSL for the school to inform them of the situation, or liaise with a member of the Designated Officer (LADO) and schools safeguarding team who will contact the DSL with the information.

All professional involved can support with the risk assessment and management of such allegations.

Police action and responsibility

Thames Valley Police will make an assessment on a case by case basis as to the legality, proportionality and necessity to share information with partner agencies, including schools.

Where a report is made concerning a school-age child, and the school / educational establishment is already involved, the police should keep the DSL for that setting updated with developments in the case and police officer / staff dealing with the matter. In Oxfordshire, schools receive domestic abuse reports where children are involved in those cases where the police identify a safeguarding need.

Where a report is made concerning a school-age child and the school/educational establishment is not already involved, the police must always give active consideration to sharing relevant information with the setting. This will ensure that the setting can take necessary measures to ensure the safety of the children involved and others they may come into contact with. The decision on appropriate measures to take should be made by the setting with support from the police as necessary.

In the case of police or court bail conditions for safeguarding cases, the police must notify the setting of the conditions which are relevant to keep the child and others safe in the setting.

If a report indicates a safeguarding concern regarding a child or a risk they may pose to others, the presumption is the report will be shared with those who need to know to help keep children safe. A review strategy meeting may be the most appropriate way of communicating and agreeing a suitable course of action.

If the child is from another local authority then the same procedure will apply.

Appendix 5

Further Advice on child protection is available from:

Oxfordshire safeguarding board website

Oxfordshire threshold of needs – supports with early help

NSPCC: <http://www.nspcc.org.uk> 0800 800 5000

Childline: <http://www.childline.org.uk/pages/home.aspx> 0800 111

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

The childrens commissioner :0800 528 0731

OFSETD whistleblower hotline :- 0300 123 3155

Anti-bullying alliance: <http://anti-bullyingalliance.org.uk>

Beat Bullying: <http://www.beatbullying.org/>

FGM fgmhelp@nspcc.org.uk

[0800 028 3500](tel:08000283500)

[Honour Based violence network http://hbv-awareness.com/honour-based-violence](http://hbv-awareness.com/honour-based-violence)

Forced marriage <http://www.forcedmarriage.net/>

Private Fostering <http://www.ofsted.gov.uk/resources/private-fostering-better-informationbetterunderstanding>

http://www.hampshiresafeguardingchildrenboard.org.uk/user_controlled_lcms_area/uploaded_files/private_fostering_a5_8pp_web.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGMMandatoryReporting-procedural-info-FINAL.pdf

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf?mc_cid=a75521557b&mc_eid=0c8633911e

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf <http://hbv-awareness.com/honour-based-violence>