



PATRON
HM THE QUEEN



Safeguarding Children's Policy and Procedure September 2021

Responsibility: Head of School - Ian Peters

Reviewed: September 2021

Reviewed by: Vice Principal

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This policy is available:

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

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Roles and responsibilities

Key Contacts within the school and LTC charity (September 2021)

Role	Name	Contact details
Chair of Governing Body	Pauline Ross	paulineross13@btinternet.com 01344 884440
Nominated Governor for Child Protection	Ludovick Halik	Ludovick.Halik@hotmail.com 07929 436865
Head of School	Ian Peters	ian-peters@lvs-oxford.org.uk 01865595170 / 07833474724
Vice Principal Designated safeguarding lead	Melanie Waller	melanie.wallerr@lvs-oxford.org.uk 01865 595170
Sixth Form	Chris Lacey	Chris.lacey@lvs-oxford.org.uk 01865 595170
School Nurse	Andrea West	andrea.west@lvs-oxford.org.uk 01865 595170
Lower School	Natasha Tillyer	natasha.tillyer@lvs-oxford.org.uk 01865 595170

1.1 Key Contacts within the Local Authority –Oxfordshire

<p>OSCB – Oxfordshire Safeguarding Board</p>	<p>Multi Agency Safeguarding Hub</p> <p>– MASH – Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person.</p> <p>To make URGENT referrals out of office hours (5pm-9am)</p>	<p>0345 050 760</p> <p>0800 833 408</p> <p>oscb@oxfordshire.gov.uk</p> <p>mash-childrens@oxfordshire.gcsx.gov.uk</p>
<p>LADO – Oxfordshire</p>	<p>Jo Lloyd – LADO</p> <p>Lorna Berry: ESAT member and Assistant Designated Officer</p> <p>Becky Langstone/Sandra Barratt: ESAT member and Assistant Designated Officer</p> <p>Donna Crozier: ESAT member and Assistant Designated Officer</p>	<p>01865 810603</p> <p>LADO.SafeguardingChildren@Oxfordshire.gov.uk</p> <p>Schools</p>
<p>Locality and community support service (LCSS)</p>	<p>Central</p> <p>North</p> <p>South</p>	<p>0345 241 2705</p> <p>0345 241 2703</p> <p>0345 241 2608</p>
<p>Schools Locality and community support link worker</p>	<p>Lorna Chilvers</p>	<p>Based in North team</p> <p>034 241 2703</p> <p>LCSS.north@oxfordshire.gov.uk</p>

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children’s mental and physical 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.
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Child protection refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.
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Staff refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, in either a paid or voluntary capacity.
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Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.
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Good practice guidelines and staff code of Conduct

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Safeguarding legislation and guidance

Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

- The Teachers’ Standards state that teachers, including headteachers, must have regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.

- The statutory guidance Working Together to Safeguard Children (DfE 2018) covers the legislative requirements and expectations of individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare

of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

- The statutory guidance Keeping Children Safe in Education (DfE 2021) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.
- Otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools unless and pupil referral units.
- 'College' means further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992, institutions designated as being within the further education sector and providers of post 16 Education as set out in the Education and Training (Welfare of Children) Act 2021: 16-19 Academies, Special Post-16 institutions and Independent Training Providers. For colleges, the guidance relates to their responsibilities towards children who are receiving education or training at these institutions.
- All staff must read Part One of Keeping Children Safe in Education 2021. Staff can find a copy on Staff Shared under policies or a copy from the HR office, they will also be issued with a copy at the beginning of each academic year which they must read and sign to acknowledge they have understood. In addition, all staff who work directly with children must read Part Five and Annex A
- Staff who do not work directly with children must read Part 1 Annex A KCSiE if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and Safeguard children.
- What to do if you're worried a child is being abused 2015 - Advice for practitioners is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action The Headteacher gives this information to new staff on induction. All remaining staff have a copy emailed to them annually.

1 INTRODUCTION

1.1. Our whole school approach to safeguarding is based upon an understanding of the local context and an attitude of 'it could happen here'. The Governing Body, the Principal and all staff of LVS Oxford ('the School') and the Licensed Trade Charity ('the Charity') are committed to the physical, emotional and spiritual well-being of all the children in their care. Both children and adults need a safe and secure environment in which to live and work. The policy applies to ALL members of the School community and is relevant to all students. It applies whenever staff and volunteers are working with students even where this is away from the School on educational visits. A copy of this policy is available on the www.lvs.hassocks.org.uk/Policies and can be provided in more accessible format, if required.

1.2. Our students' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of children and work together with other agencies to ensure

that our school has robust arrangements to identify, assess and support those children who are experiencing or likely to experience harm.

1.3. Our school is a community and all those directly connected, staff, volunteers, governors, parents, families and students, have an essential role to play in making it safe and secure.

1.4. Safeguarding is not an isolated activity which is undertaken by a select few within only certain areas of school practice. Safeguarding children is everyone's responsibility and everyone at our school who has contact with children and families must play an active role in keeping children safe from harm. In that respect we take a whole school approach to safeguarding, ensuring that it is at the forefront of all our work, that it underpins all of our policies and processes and that everything we do is always with the best interests of the children at heart.

1.5. Our school will provide a caring, positive and stimulating environment that promotes the social, physical, emotional and moral development of the individual child, and where children feel safe.

1.6. We always take a child centred approach to our work and ensure that we listen to the voice of the child so that all children feel heard and understood. When children talk to an adult about a concern they may have they will always be taken seriously, they will always be supported and kept safe, they will never be given the impression that they are creating a problem or have anything to feel ashamed about.

1.7. So that children are able and confident to raise concerns with adults we ensure that our safeguarding systems are well promoted, easily understood and easily accessible. Alongside this we expect all staff to develop positive relationships with children, which build trust and facilitate communication.

1.8. So that children are supported to identify and manage risk in their lives we teach a range of knowledge through specific topics related to safeguarding as part of our broad and balanced preventive curriculum.

1.9. Although some curriculum areas are better placed for the delivery of teaching and learning around some areas, e.g. IT lessons can lead on online safety and PSHE can lead on healthy relationships, all teachers recognise that there are opportunities to reinforce the learning around these topics within all subject areas, and will plan to do so. Non-teaching members of staff recognise that they too can support learning in these areas through broader modelling of behaviours or messages.

1.10. The use of technology is a significant component of many safeguarding issues so as part of our whole school approach to safeguarding we have a separate Online Safety Policy which covers Child Protection and Safeguarding Policy 4 this area of work. This policy includes details of how internet use at the school is filtered and monitored and how we teach children to stay safe online whether they are at school or at home. A copy of this policy is available on the www.lvs.hassocks.org.uk/Policies and can be provided in more accessible format, if required.

1.11. We recognise that abuse may occur in a range of situations: within families or households, within the community, or online or face to face. We also recognise too that it is not only adults who may abuse children but also that children can abuse other children as well.

1.12. We recognise that just because children are not raising concerns, that is not to say that there are no concerns. For example, there may be no reported cases of peer on peer abuse, but such abuse may still be taking place and is simply not being reported, this is why it is so important to listen to children, teach them about risk and safety and raise awareness around how to seek support and what the school will do.

1.13. We take a zero-tolerance approach to peer on peer abuse. Further information on this area of work is within Appendix C of this policy. This should also be read alongside the Wellbeing, Anti-Bullying and Online Safety policy.

1.14. We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies, such as Children's Social Care, in some situations.

2 SCOPE

2.1 In line with the law, this policy defines a child as anyone under the age of 18 years.

2.2 Safeguarding and promoting the welfare of children is defined as

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes

2.3 Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

2.4 This policy applies to all adults engaged in any activity at the school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers. Within this document the term 'staff' will be used to denote those adults, specified within the previous sentence.

2.5 LVS Oxford has some learners that are age 18 years or older, please refer to the Oxford Safeguarding Adults Policy and Procedures available at: <https://www.osab.co.uk/resources-and-publications/protocols-used-in-oxfordshire/>

3 ROLES AND RESPONSIBILITIES

3.1 The schools lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At our school the DSL is Melanie Waller. To ensure that there is cover for this role; we have four deputy DSLs. They are: Natasha Tillyer, Chris Lacey and Andrea West The DSL's responsibilities are described in Appendix E of this policy.

3.2 The DSL will be on our school's leadership team and their role of DSL will be explicit in their job description. This person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.

3.3 The school has a Designated Staff Member who is responsible for promoting the educational achievement of children who are looked after. At our school the Designated Staff Member is Melanie Waller. They will work with the Virtual School Principal to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan.

3.4 The school has a nominated governor responsible for safeguarding, Ludovick Halik . They will champion good practice, provide critical challenge, liaise with the Principal and provide information and reports to the governing body.

3.5 The case manager for dealing with allegations of abuse made against school staff members is the Principal, Ian Peters. The case manager for dealing with allegations against the Principal is the Director of Education and Operations, Ian Mullins. The procedure for managing allegations is detailed in Appendix F/G of this policy.

3.6 The Principal will ensure that the policies and procedures adopted by the governing body are fully implemented, and resources and time are allocated to enable staff to discharge their safeguarding responsibilities.

3.7 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice as part of a whole school approach.

3.8 We will ensure that all staff members, governors, volunteers and external providers have received training so that they know how to recognise potential safeguarding concerns, how to respond to children who disclose concerns and what to do if they are concerned about a child.

3.9 All new staff will be provided with a copy of this policy as part of their induction. Existing staff are expected to read the policy at least annually, to familiarise themselves with any updated practice. In either circumstance staff are expected to read the document in its entirety to ensure that they are aware of not just their own role and responsibilities but also the role of other key members of staff such as the Principal and the DSL.

4 SUPPORTING CHILDREN

4.1 Our school will support all students by:

- taking a child centred approach to all aspects of our work;
- providing a preventive curriculum which includes social and emotional aspects of learning;
- ensuring a comprehensive response across the curriculum to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly at school and at home;

- filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material,
- ensuring that safeguarding is included across the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- recognising that a one size fits all approach to the teaching of safeguarding may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed; providing students with appropriate adults to approach if they are in difficulties;
- ensuring that our safeguarding systems are well promoted, easily understood and easily accessible to children;
- ensuring that when children talk to an adult about a concern they may have they will always be taken seriously, they will always be supported and kept safe, they will never be given the impression that they are creating a problem or have anything to feel ashamed about.
- Ensuring that our systems of gathering student voice capture the full breadth of the student demographic, including students with SEND and those who are vulnerable or have experienced challenges in their lives, to understand the experience of students at the school, so that this can inform the development of safeguarding practice.
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- liaising and working together with other support services and those agencies involved in safeguarding children;
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring that all staff have a clear understanding of the needs of the children they are working with and understand that whilst all children need to be protected some groups of children are potentially at greater risk of harm through additional vulnerabilities or circumstances.

4.2 Additional vulnerabilities and circumstances can include:

- Looked after children
- Previously looked after children
- Children who are disabled or have certain health conditions and have specific additional needs
- Children who have special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Children who have a mental health need
- Children who are young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Children frequently going missing from care or from home
- Children at risk of modern slavery, trafficking, sexual or criminal exploitation
- Children in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse
- Children with a family member in prison, or who is affected by parental offending
- Children at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- Children misusing drugs or alcohol themselves;
- Children who have returned home to their family from care;

- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;
- Privately fostered children
- Children who are persistently absent from education, including persistent absences for part of the school day

4.3 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and 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 condition without further exploration;
- being more prone to peer group isolation or bullying/cyberbullying (including prejudice based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.

To address these additional challenges our school will ensure that these children receive additional monitoring and pastoral support.

4.4 Children who have a social worker due to safeguarding or welfare needs may be vulnerable to further harm due to experiences of adversity and trauma, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and positive mental health. Our school will identify the additional needs of these children and provide extra monitoring and pastoral/academic support to mitigate these additional barriers. We recognise that even when social care intervention has ended, these additional barriers may persist, therefore so too will our additional monitoring and support.

4.5 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and education. Our school will identify the additional needs of these children and provide extra monitoring and pastoral support to mitigate these additional barriers. Where necessary, referrals will be made to mental health professionals for further support.

4.6 Our school takes a trauma informed approach to supporting children, considering their lived experience, and factoring this into how we can best support them with their welfare and engage them with their learning.

5 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

5.1 We have developed a structured procedure in line with Oxfordshire Safeguarding Children Board Procedures and Keeping Children Safe in Education: 2021, which will be followed by all members of the school community in cases where there are welfare or safeguarding concerns. This is detailed in Appendix F of this policy.

5.2 In line with the procedures, the Multi Agency Safeguarding Hub (MASH) or the Locality and Community Support Services (LCSS) will be contacted as soon as there is a significant concern, or where level 3 support is required.

5.3 Photographs of the DSL team are displayed in the school reception, as well as in each classroom, the student entrance and the staffroom. Students are made aware by their tutors how they can raise safeguarding concerns; the PSHE curriculum also supports students understanding of issues related to safeguarding.

5.4 We will ensure that all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

6 THE MANAGEMENT OF SAFEGUARDING

6.1 We recognise that safeguarding is not a discrete area of work: there is a safeguarding dimension to almost every area of school practice. As part of our whole school approach, and to ensure an holistic view of all children, we have structures and systems in place, such as scheduled meetings and shared databases, to ensure that the DSL has oversight of areas of school organisation which may not fall directly within their remit, but may impact upon effective safeguarding. These areas include behaviour, attendance, medical needs/first aid, SEND and bullying. Information from these areas will be factored into safeguarding decision making for individual children so that their needs are considered holistically.

6.2 We will ensure that the DSL is kept informed of any incident of physical intervention with a child and will be aware of Wellbeing plans for specific children. (See Wellbeing Policy for further information).

6.3 We will ensure that the DSL is kept informed of attendance patterns, and where there are concerns for individual children the response to this will be considered within the context of safeguarding. (See Attendance Policy for further information).

6.4 We will ensure that the DSL is kept informed of arrangements for first aid and children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child. (See School Medication Policy for further information).

6.5 Systems are in place to ensure that hate incidents, e.g. racist, homophobic, transphobic gender or disability-based bullying/cyberbullying, are reported, recorded and considered under safeguarding arrangements by the DSL. (See Wellbeing, Anti Bullying and Online Safety Policy for further information).

6.6 The DSL links with curriculum leads, such as PSHE and ICT, to ensure that the curriculum supports the wellbeing and resilience of students and teaches them about risk assessment and safeguarding issues, such as healthy relationships and online safety. (See PSHE/Online Safety Policies for further information).

7 REPORTING CONCERNS AND RECORD KEEPING

7.1 All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with Keeping Records of Child Protection and Welfare Concerns Guidance. At LVS Oxford, we use a secure web-based database called CPOMS, to which staff have access to for the purposes of recording concerns they may have about children.

7.2 The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

7.3 Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

7.4 The DSL will ensure that files are only accessed by those who need to see them and where files or content is shared, this will happen in line with information sharing advice and guidance.

7.5 We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the student's new school as a matter of priority, and within 5 working days.

7.6 When a student is due to transfer to another school the DSL will consider if it would be appropriate to share any information with the new school or college in advance of the student leaving. For example, information that would allow the new school or college to continue supporting children who have or have had a social worker and been victims of abuse and have that support in place for when the child arrives.

7.7 When a new student joins our school, and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the relevant staff), as necessary.

8 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

8.1 Our school has robust safer recruitment procedures to help prevent unsuitable people from working with children. Please see Recruitment Policy for further details.

8.2 All individuals working in any capacity at our school will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: September 2021.

8.3 We will ensure that agencies and third parties supplying staff provide us with written reassurances that they have made the appropriate level of safeguarding checks on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

8.4 Professional visitors, such as Educational Psychologists, Social Workers or Local Authority Officers,

will be expected to provide a professional proof of identity. Where necessary we will seek further reassurances from their employers that these persons have suitable DBS clearance etc.

8.5 External organisations can provide a varied and useful range of information, resources and speakers that can help our school to enrich children's education, but we will always give careful consideration to the suitability of any external organisations. This may include an assessment of the education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

8.6 Parents or other relatives of children or other visitors attending activities such as a parents evening or sports day will not be expected to provide any DBS or barred list checks. The Principal and DSL will decide case by case or event by event the level of supervision, if any, required for such persons.

8.7 We will ensure that we receive written confirmation from Alternative Provision providers that they have made the appropriate level of safeguarding checks on individuals working for their organisation.

8.8 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

8.9 We will ensure that at least one member of every interview panel has completed safer recruitment training.

8.10 The Principal and the nominated governor for safeguarding are responsible for ensuring that our single central record is accurate and up to date.

8.11 We have a procedure in place to manage allegations against members of staff and volunteers in line with Keeping Children Safe in Education: September 2021. This procedure is detailed in Appendix A of this policy.

9 STAFF INDUCTION, TRAINING AND DEVELOPMENT

9.1 All new members of staff, including newly qualified teachers and Learning Support Assistants, will be given an induction which includes the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the wellbeing policy
- Issue and explain the staff behaviour policy/code of conduct
- Issue and explain the policy/guidance which includes the safeguarding response to children who go missing from education
- Explain the role of the DSL and share the identities of the DSL and all DDSLs
- Issue Part One or Annex A* and Annex B of Keeping Children Safe in Education September 2021
- Child protection and safeguarding training (including online safety)
- All new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.

*Part One of Keeping Children Safe in Education is 'information for all staff' and in general all staff will be expected to read it. Annex A is a condensed version of Part One and it may be issued instead

of Part One to some staff who do not directly work with children. Decisions around which version is read by whom will be made on an individual basis by the Principal and DSL.

9.2 The safeguarding induction and ongoing safeguarding training of staff will be integrated aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. In particular it will include:

- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- Staff advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Staff understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Staff understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour and positive mental health and that these barriers may persist even when the social care intervention ceases.
- Staff understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour and education.
- Staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- Staff understand that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
- Staff to be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online.
- Staff to understand, that even if there are no reports in the schools of peer on peer abuse it does not mean it is not happening, it may be the case that it is just not being reported.
- Staff to understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Staff know how to respond to a child who makes a disclosure of abuse or harm.
- If staff are unsure, they should always speak to the DSL or deputy DSL.
- If staff have any concerns about a child’s welfare, they should act on them immediately.
- Staff should not assume a colleague, or another professional will take action.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in

exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from LCSS. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

- Teaching staff in all subject areas to understand that there will be various opportunities, planned and unplanned, to reference, reinforce or develop aspects of the safeguarding agenda within their lessons such as online safety, healthy relationships, challenging hate or prejudice and critical thinking

9.3 The DSL will undergo updated safeguarding and child protection training every two years. In addition to this their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role. Courses book for November and December 2021

9.4 All staff members of the school will receive appropriate safeguarding and child protection training (whole-school training) annually. The DSL will provide ongoing briefings to the school on any changes to safeguarding and child protection legislation and procedures and relevant learning from local and national serious case reviews as required, throughout the year.

9.5 Staff members who miss whole school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, or receiving 1:1 training from the DSL. The DSL will be responsible for arranging this.

9.6 The nominated governor for safeguarding and child protection will attend Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.

9.7 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding and child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

9.8 On the first occasion which staff members provided by other agencies and third parties, e.g. supply teachers and contractors come to our school to work; they will be provided with details of the safeguarding arrangements at our school, which will include identifying the DSL and the process for reporting welfare concerns. Individuals will be given a Safeguarding Handbook to read and sign, and have a discussion with the DSL regarding Safeguarding procedures at LVS Oxford

9.9 The school will maintain accurate records of staff induction and training.

10 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

10.2 The Principal or the DSL will disclose information about a student to other members of staff on a need-to-know basis, and in the best interests of the child.

10.3 All staff members are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

10.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

10.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

10.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix A of this policy.

11 INTER-AGENCY WORKING

11.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

11.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

11.3 We will participate in safeguarding practice reviews (previously known as serious case reviews), other reviews and file audits as and when required to do so by the OSCB. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

12 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS ALTERNATIVE PROVISION PROVIDERS AND WORK PLACEMENT PROVIDERS

12.1 We will ensure that contractors and providers are aware of our school safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

12.2 We will seek written reassurances that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: September 2021. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

12.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

12.4 When the school place a student with an alternative provision provider, the school continues to be responsible for the safeguarding of that student. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of our own staff. We will also ensure that the alternative provision provider is aware of any risk factors or safeguarding concerns for any student placed with them by us and that they can meet their needs. In respect of us being responsible for the safeguarding of that student we will establish agreements and protocols with the alternative provision provider for the sharing of information such as daily attendance or emerging concerns.

12.5 When sending students on a work placement, as part of work experience, we will seek reassurances about their policies and procedures to protect children from harm, and request checks on supervising adults, where necessary, as outlined in Keeping Children Safe in Education September 2021.

13 SITE SECURITY

13.1 The school site is surrounded by a continuous perimeter fence/wall to reduce the risk of unauthorised access/egress.

13.2 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

13.3 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

13.4 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

14 USE OF SCHOOL PREMISES FOR NON-SCHOOL/ ACTIVITIES

14.1 When we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we always ensure that appropriate arrangements are in place to keep children safe.

14.2 When the services or activities being provided are under the direct supervision or management of the school, then arrangements for child protection outlined within this policy will apply.

14.3 Where services or activities are being provided separately by another body this will not necessarily be the case. The school will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate.

15 WHISTLEBLOWING AND COMPLAINTS

15.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

15.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues (including low level concerns). If necessary, they will speak with the Principal, the chair of the governing body or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns with any of the aforementioned they can contact the NSPCC helpline on 0800 028 0285 or via help@nspcc.org.uk or Whistleblowing Advice Line NSPCC

15.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice. This is outlined in our Complaints Policy. (SEE Appendix G)

16 QUALITY ASSURANCE

16.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL

16.2 We will complete a self-assessment audit of the school's safeguarding arrangements.

16.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any areas for development identified in safeguarding and child protection arrangements.

17 THE LEGAL FRAMEWORK

17.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school. Section 157 of the same Act places a similar duty on non-maintained and independent educational establishments, including free schools and academies.

17.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

17.3 Under section 14B of the Children Act 2004, the Oxfordshire Safeguarding Children's Board (OSCB) can require a school, college or early years provider to supply information in order to perform its functions. This must be complied with.

17.4 Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage

17.5 This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021
- Sexual violence and sexual harassment between children in schools and colleges, September 2021
- Oxfordshire Safeguarding Children's Board
- Oxfordshire Safeguarding Adults Board
- Procedures
- Information sharing: advice for practitioners providing safeguarding services to children,

- young people, parents and carers, July 2018
- Statutory Framework for the Early Years Foundation Stage, April 2017

POLICY REVIEW 18.1

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with that policy review cycle.

18.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

19 LINKED POLICES AND PROCEDURES

19.1 The following policies are available from the OSCB

- Online Safety Policy and Guidance
- Supervision of Children Policy
- Keeping Records of Child Protection and Welfare Concerns
- Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools

19.2 The following related polices are available on the LVS Oxford Website:

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy
- Complaints procedure
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- PSHE Policy
- Wellbeing Policy
- Behaviour Policy
- On-line Policy

APPENDIX A

1 DEFINITIONS

1.1 Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.2 Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

1.3 Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

1.4 Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

1.5 Safeguarding is the action we take to promote the welfare of children and protect them from harm.

- protecting children from maltreatment;
- preventing impairment of children's mental or physical health and 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.

2 CATEGORIES OF ABUSE

2.1 Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

2.2 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.

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.

2.3 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 from 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.

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

2.4 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 nonpenetrative 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (which is classed within a broader range of issues known as peer on peer abuse) in education and all staff should be aware of it and of the school policy and procedures for dealing with it. The school response to peer on peer abuse is detailed within Appendix C of this policy.

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

2.5 Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

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_C

[ore Document_13.02.2017.pdf?mc_cid=a75521557b&mc_eid=0c8633911e](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_C)

2.6 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, for example, 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.

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

2.7 Depending on the age and capacity of the child, staff should be aware of possible self-neglect, e.g. where a child may not be following medical guidance or taking medication as prescribed. Where this is the case this should be raised as a safeguarding concern.

3.1 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
- however, they may also not exhibit any signs of stress/fear

3.2 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

3.3 Serious case reviews, now known as safeguarding practice reviews, have found that parental substance misuse, domestic abuse and mental health problems, if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty; frequent house moves or eviction.

4 SAFEGUARDING CHILDREN CONTINUUM OF NEED

4.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children has a common language for understanding the needs and risks surrounding children and their families. It is important that all members of staff are familiar with it.

4.2 The Continuum of Need shows that a child's or family's additional needs can be on a range from one to four, and that needs can shift from early help to child protection and back to preventative early

help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



4.3 The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

Level 2:

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

Level 3 :

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's
 - needs
- needs are met through multi-agency support and the use of Early Help Plans

Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

4.4 By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

4.5 When assessing cases of possible neglect, the OXFORDSHIRE Neglect Matrix will be used.

5 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

5.1 When concerned about the welfare of a child, staff should always act in the best interests of the child.

5.2 Staff should always speak to the DSL or deputy DSL about any concern with a child.

5.3 If staff have any concerns about a child's welfare, they should act on them immediately.

5.4 Staff should not assume a colleague, or another professional will take action.

5.5 The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from LCSS/MASH. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

5.6 At LVS OXFORD, all concerns should be reported using the Child Protection Alert form which is available online or in the staff room or reception, see Appendix H (oct alerts to go on CPOMS) are available in the staffroom and available at reception.

6 DEALING WITH A DISCLOSURE MADE BY A CHILD

6.1 If a child discloses that he or she has been abused or experienced harm in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child safeguarding concern form and pass it to the DSL or Deputy DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

7 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD

7.1 In general we will always discuss any concerns the school may have with the child's parents. They need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

7.2 If we make a decision not to discuss our concerns with the child's parents or carers this will be recorded in the child's safeguarding file with a full explanation for our decision.

7.3 It is important to consider the child's wishes and feelings, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

7.4 When talking to children, we will take account of their age, understanding and preferred language,

which may not be English. It is also important to consider how a disabled child may need support in communicating.

7.5 How we talk to a child will also depend on the substance and seriousness of the concerns. We may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

7.6 If concerns have arisen as a result of information given by a child, we will reassure the child but not promise confidentiality.

7.7 We will discuss our concerns with the parents and seek their consent to making a referral to Children's Social Care, unless we consider that this would place the child at increased risk of significant harm.

7.8 We do not need the parents' consent to make a referral if we consider the child is in need of protection, although parents will ultimately be made aware of which organisation made the referral.

7.9 If parents refuse to give consent to a referral but we decide to continue, we will make this clear to Children's Social Care.

7.10 If we decide to refer a child without the parents' consent, we will record this with a full explanation of our decision.

7.11 When we make our referral, we will agree with Children's Social Care what the child and parents will be told, by whom and when.

8 EARLY HELP FOR CHILDREN AND FAMILIES

8.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

8.2 Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for the children identified in part 4 of the main policy document.

8.3 Our school will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children July 2018 and local guidance, to any child who needs it.

8.4 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the OXFORDSHIRE Safeguarding Continuum of Need tool to identify what level of need the child or their family has.

8.5 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

8.6 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.

8.7 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate, or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the multi-agency safeguarding hub (MASH) for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

9 CHILDREN'S SOCIALCARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

9.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), we will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.

9.2 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

9.3 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome focused child protection plan and will ensure that the child's wishes, and views are considered in their own right in planning.

9.4 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

9.5 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

9.6 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

10 INFORMATION SHARING AND CONSENT

10.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

10.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

10.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

10.4 The Data Protection Act 2018 and the General Data Protection Regulations 2018 are not barriers to sharing information and do not change duties under safeguarding. They are there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

10.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

10.6 We will be clear about the purpose of sharing confidential information and only share as much as we need to achieve the purpose.

10.7 We will try to get consent from parents (or the child, if they have sufficient understanding¹) to share information, if possible. However, we do not need consent if we have serious concerns about a child's safety and well-being. If we decide to share information without consent, we will record this with a full explanation of the decision.

10.8 Consent will not be sought from parents or carers (or the child, if they have sufficient understanding), if:

- it would place a child at increased risk of harm; or

- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

10.9 Consent is not necessary in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

10.10 Consent is necessary, for:

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the multi-agency safeguarding hub.
- Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

10.11 Where there is any doubt about the need for seeking consent, advice will be sought from the DSL or from the Children's multi-agency safeguarding hub.

10.12 A record will be made of the decision to share information, with or without consent, and the reasons for it. Equally a record will be made of any decision not to share information including the reason for this.

11 RECORD KEEPING

11.1 Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

11.1 Accurate and timely record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

11.2 All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing. Information will be kept confidential and stored securely.

11.3 Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

11.4 Records will be factual, accurate, relevant, up to date and auditable. They will support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

11.5 All staff members, governors, volunteers, contractors and activity providers will ensure that they record and report safeguarding concerns in line with guidance from the NSPCC Keeping Records of Child Protection and Welfare Concerns Guidance (July 2021).

11.6 The DSL will ensure that records are maintained accurately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

12 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

12.1 Working with children and families, and in particular child protection work, is stressful and

complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

12.2 We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of safeguarding in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the Principal, or the chair of governors.

12.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

12.4 If there are any professional disagreements with practitioners from other agencies, the DSL or the Principal will raise concerns with the relevant agency's safeguarding lead in line with guidance in the Oxfordshire Child Protection and Safeguarding Procedures

12.5 If the school disagrees with the child protection conference chair's decision, the DSL or the Principal will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

13 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF

13.1 Within this document the term staff should be broadly read as any adult working within the school, whether directly employed, providing a contracted service, a one-off service such as a supply teacher or a volunteer.

13.2 Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

13.3 Allegations sometimes arise from a differing understanding of the same event but, when they occur, they are distressing and difficult for all concerned. We also recognise that some allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

13.4 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education September 2021 and Oxfordshire Procedures are adhered to and will follow the flowchart in Appendix G of this policy.

13.5 If an allegation is made or information is received about an adult who works in our school which indicates that they have:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or;

• behaved or may have behaved in a way that indicates they may not be suitable to work with Children the member of staff receiving the information will inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. In the event that neither the Principal nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.

13.6 The Principal or Chair of Governors will follow the flowchart in Appendix G of this policy. No member of staff or the governing body will undertake further investigations before receiving advice from MASH or LADO.

13.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Principal or Chair of Governors should follow the flowchart in Appendix G of this policy and make the

appropriate contact direct.

13.8 Supporting people:

- The school together with Children’s Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
- The Principal will ensure that the child and family are kept informed of the progress of the investigation.
- The school will need to contact their Personnel/HR lead for the organisation for advice in relation to the investigation of any allegation in line with the Councils’ Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which will be chaired by Children’s Social Care or the LADO if the staff member is employed by OSCB).
- The Personnel/HR lead for the organisation will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Principal will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
- The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

13.9 The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the Personnel/HR lead for the organisation. In the case of a member of teaching staff, a decision will be made about whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

13.10 In line with Keeping Children Safe in Education September 2021, under no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

13.11 Where there are conduct issues with a supply teacher, which may not reach the threshold for safeguarding, we will consult the LADO nonetheless.

13.12 The agency for the supply teacher will be fully involved and expected to co-operate in any enquiries from the LADO, police and/or children’s social services.

13.13 Where directed to do so by the LADO, police and/or children’s social services, the school will support

any safeguarding investigation of a supply teacher by collecting the facts when an allegation is made.

13.14 In this respect it may be that the school take a lead on that safeguarding element of investigation.

14 CONCERNS WHICH DO NOT MEET THE THRESHOLD OF HARM

14.1 As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

14.2 Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable our school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

14.3 If anyone has a ‘**low-level**’ concern this does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in section Appendix A. A **low level** concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, but does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

14.4 Examples of such behaviour could include, but are not limited to:

- Being over friendly with children;
- Having favourites;
- Taking photographs of children on their mobile phone;
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

14.5 Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

14.6 It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly with the Principal (this should include self-referral) so that they can be recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

14.7 If the concern has been raised via a third party, the principal will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously and to the individual involved, along with any witnesses.

14.8 to ensure that there is clarity about how staff should behave, and to avoid inadvertent or thoughtless behaviour, staff should be ensure that they have fully read and understood the Staff Code of Conduct

15 THE USE OF ‘REASONABLE FORCE’

15.1 There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as

standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

15.2 Please see Wellbeing policy and for further guidance on the use of reasonable force and restrictive physical interventions please see

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

15.3 When managing incidents of reasonable force and restrictive physical interventions the school will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

APPENDIX B

Specific Safeguarding Issues

1 INTRODUCTION

1.1

Annex B of Keeping Children Safe in Education September 2021 identifies a number of specific safeguarding issues, listed below, which all staff need to be aware of. All staff must read Annex B of Keeping Children Safe in Education September 2021 to ensure that they can identify any indicators of any of these possible issues and raise them with the DSL where they have a concern about a child at the school.

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced
- Marriage)
- Preventing radicalisation, the Prevent duty and the Channel process
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

1.2 There is mandatory reporting duty for teachers with regards to FGM so staff should take careful note of that when reading Annex B of Keeping Children Safe in Education.

1.3 Within this appendix there is further local information, in addition to the information provided in Annex B of Keeping Children Safe in Education September 2021, on the following issues

- Children Missing from Education

- CCE, CSE and County Lines: MACE
- Domestic abuse
- Children with medical conditions
- Prevent
- Private Fostering
- Self-Harm and suicidal behaviour

1.4 Peer on peer abuse is dealt with separately in Appendix C of this policy.

1.5 Further information about preventing extremism and radicalisation (the Prevent Duty) is provided in Appendix D of this policy.

2 CHILDREN MISSING FROM EDUCATION

2.1 All staff should be aware that children going missing, particularly persistently, can act as a vital warning sign of a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation, including involvement in county lines. It may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, Specific Safeguarding Issues 'honour' based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. This includes when problems are first emerging but also where children are already known to Children's Social Care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

2.2 All staff should be aware of the importance of completing registers in a timely and accurate way.

2.3 All in-school procedures around absence, as per the Attendance Policy, should be followed by staff. Although the DSL has oversight of attendance, this does not prevent staff from speaking directly with the DSL about the attendance/absence of any child about whom they have concerns, and indeed they should do so.

3 CCE, CSE AND COUNTY LINES: MACE

3.1 As part of the graduated support available to schools for MACE (Multi Agency Child Exploitation) and VARP (Vulnerable Adolescent Risk Panel) students at risk of exclusion there is a mechanism to ensure that schools are aware of the support available to them to maintain the placement when a student open to the MACE Operational Group or VARP is at risk of exclusion. To ensure schools are aware of the universal support available to maintain full time education in these cases, and to provide an opportunity for additional, targeted, multi-agency support where required, an Education Review Meeting (ERM) can be requested by the school, through the MACE Operational Group process, or through the VARP, as a tool to prevent exclusion. An ERM will also be automatically triggered by the fixed term exclusion of a student open to MACE Operational Group or VARP, to prevent the risk associated with further exclusion. Further information on ERMs is on the ESBAS Resources page as well as a VSB on the topic.

4 DOMESTIC ABUSE

4.1 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

4.2 Operation Encompass is coordinated by Sussex Police. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the school, via a secure email, before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

5 CHILDREN WITH MEDICAL CONDITIONS

5.1 Children with medical conditions will be supported in accordance with the School Medication Policy and the statutory guidance Supporting Students at School with Medical Conditions 2015.

5.2 The school will ensure that arrangements are in place to support children with medical conditions. These arrangements will be informed through liaison with the parents and medical professionals, where appropriate, and dependent on the age and capacity, the child as well.

5.3 Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.

5.4 The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.

5.5 Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.

5.6 The DSL will consult with Health Professionals and consider further safeguarding actions in the event of:

- concerns about attendance
- if a medical condition is impacting on a child's ability to participate in normal school activities
- if emergency treatment is being provided regularly
- If there has been a significant health event at school

5.7 In respect of health concerns for a child the DSL will give due consideration to the possibility of fabricated or induced illness and perplexing presentations.

6 PRIVATE FOSTERING

6.1 Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

6.2 Private Fostering definition: Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step-parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

6.3 Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or into prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

6.4 School staff play an essential role in identifying privately fostered children. If you know a child is

being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

6.5 Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

7 SELF-HARM AND SUICIDAL BEHAVIOUR

7.1 Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

7.2 The DSL will always make onward referral to mental health specialist services or Children's Social Care, in line with OXFORDSHIRE Child Protection and Safeguarding Procedures.

APPENDIX C

At this school we take a zero-tolerance approach to peer on peer abuse.

1.1 Throughout this appendix reference will be made to the terms perpetrator and victim. These terms appear within DfE guidance such as Keeping Children Safe in Education and are easily understood. These terms are being used within this document to aid the flow of sentences however when discussing incidents of peer on peer abuse with children, parents or carers the term perpetrator should be replaced with 'child who has displayed X behaviour' and victim should be replaced with 'child who has experienced X behaviour'.

1.2 All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

1.3 Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

1.4 It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

1.5 The initial response to a report of peer on peer abuse from a child is incredibly important. How we respond to a report can encourage or undermine the confidence of future victims of peer on peer abuse to report or come forward.

1.6 It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child’s own PEER ON PEER ABUSE (CHILD ON CHILD) behaviour might indicate that something is wrong. If staff have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told.

1.7 All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

1.8 All staff should understand, that even if there are no reports in the school of peer on peer abuse it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to the DSL or deputy.

1.9 If an allegation of peer on peer abuse is made:

- The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- Staff will record the allegation and inform the DSL.
- The DSL will assess the information and identify appropriate outcomes to the incident, which may include school-based support or interventions, and or referrals to other agencies, as necessary, such as MASH, Children’s Social Care, CAMHS and the Police (if the allegation involves a potential criminal offence).
- When responding to an allegation of peer on peer abuse the wishes of the victim, in terms of how they want to proceed, will be taken into account. This is especially important in the context

of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.

- The DSL will complete a risk assessment and where necessary create a written support plan for all children involved, including the child/ren who has experienced the abusive behaviour and the child/ren who is alleged to have displayed the abusive behaviour as well as any others affected, with a named person they can all talk to if needed.
- Risk assessments and support plans will be completed in conjunction with parents/carers, the child (depending on their age) and with support from any other agencies involved such as Children's Social Care or the police.
- The format of any support plan will vary with the exact nature of the incident, but will always be in line with processes outlined in the anti-bullying policy.
- If the incident involves a Harmful Sexual Behaviour (HSB) then Government guidance for Managing Peer on Peer Harmful Sexual Behaviour in Schools will be followed and a Safeguarding Risk Reduction Plan created accordingly.
- Incidents involving consensual and non-consensual sharing of nudes and semi nudes images and or videos will be managed in line with guidance in Sharing nudes and semi-nudes: advice for education settings working with children and young people (publishing.service.gov.uk)
- Any risk assessments/support plans devised will be shared with staff within the school, as necessary, to ensure that staff are aware of the additional measure in place to safeguard those children.
- Alongside actions to provide protection and support to both victims and perpetrators of peer on peer abuse, Where appropriate, they may also need to be managed through the school Wellbeing Policy.
- All incidents of peer on peer abuse will be categorised and recorded by the nature of the incident i.e. bullying (including the type such as cyber, racial, biphobic, transphobic and homophobic etc), physical abuse (identifying the specifics: hitting, kicking etc) or a Harmful Sexual Behaviour or other specifics such as sexting/sharing nudes and semi-nudes or whether the incident was potentially criminal).

1.10 The school will minimise the risk of peer on peer abuse by:

- Challenging behaviours, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Addressing any inappropriate behaviour (even if it appears to be relatively innocuous) is an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys, whilst at the same time recognising that any of these issues can affect any students regardless of their gender.
- Ensuring our whole school approach to safeguarding and preventive curriculum helps to educate students about appropriate behaviour and consent.
- Ensuring students are aware of the different ways in which they can speak with a trusted adult in the school, either directly or through other means such as the "I need to talk" post box and

“Time to Talk” text message facility, which is monitored by key staff in the safeguarding team.

- Ensuring students are aware of the different ways in which they can speak with an adult outside of the school through agencies such as Child Line or the NSPCC.
- As a school we gather student voice to capture the full breadth of the student demographic, including those who are vulnerable or have experienced challenges in their lives, to understand the experience of students at the school, so that this can inform the development of safeguarding practice.
- Ensuring that staff are aware of peer on peer abuse and maintain an attitude of ‘it could happen here’, as they do with all areas of safeguarding.
- Ensuring that staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves.

1.11 Sexual violence and sexual harassment between children is an element of peer on peer abuse which requires particular consideration due to the potentially criminal nature of incidents. As with other areas of peer on peer abuse these types of behaviours and incidents may occur within the community, outside of the school day, or indeed within the school premises, during the school day. In either instance the abuse could be occurring face to face or online. In many cases abuse will take place concurrently via online channels and in daily life.

1.12 Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk of experiencing sexual violence or harassment. Although it is more likely that it will be perpetrated by boys, it is recognised that boys will at times be victims as well. In any case, all peer on peer abuse is unacceptable and will be taken seriously and not tolerated.

1.13 Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends our school as well.

1.14 Sexual violence and harassment form part of a broader range of Harmful Sexual Behaviours (HSB). All problematic and Harmful Sexual Behaviours will be responded to by the school. Sexual violence refers to those behaviours which are 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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B

does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

- What is consent? Consent is about having the freedom and capacity to choose. 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. 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.

- Sexual consent

- a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16;

- sexual intercourse without consent is rape.

1.15 When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school. 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 make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

1.16 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 (the school will consider 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. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and videos;

- sharing of unwanted explicit content;

- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; and

- sexual exploitation; coercion and threats

- upskirting (is a criminal offence)

1.17 All peer on peer abuse is unacceptable and will be taken seriously. Where a behaviour is believed to be criminal then the police will always be involved.

APPENDIX D

PREVENTING EXTREMISM AND RADICALISATION

1.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

1.2 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting

children from other forms of harms and abuse, protecting children from this risk is all part of our whole school approach to safeguarding.

1.3 When approaching this area of work our school uses the following accepted Governmental definitions of extremism, radicalisation and terrorism:

- **Extremism** is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

1.4 There is no place for extremist views of any kind in our school, whether from internal sources, students, staff or governors, or external sources -school community, external agencies or individuals.

1.5 Any prejudice, discrimination, or extremist views, including derogatory language, displayed by students or staff will always be challenged and, where appropriate, dealt with in line with our Wellbeing Policy for students and the Code of Conduct for staff.

1.6 We are aware that technology is a significant component of many safeguarding and wellbeing issues and that children are at risk of being exposed to illegal, inappropriate or harmful content including radicalisation and extremism online. As such the school will ensure that children are safe from terrorist and extremist material when accessing the internet in school by establishing appropriate levels of filtering and supporting this with our Preventative Curriculum. For further information please see our Online Safety policy.

1.7 We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

1.8 We will teach and encourage students to respect one another and to respect and tolerate difference, especially those of a different faith or no faith.

1.9 We will ensure that all our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skills.

1.10 We will ensure that all our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

1.11 We will be flexible enough to adapt our teaching approaches, as appropriate, to address specific issues to become even more relevant to the current issues of extremism and radicalisation

1.12 As part of our whole school safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views, or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images.
- Students accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings.
- Students voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.

- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Attempts to impose extremist views or practices on others.
- Anti-Western or Anti-British views.

1.13 We encourage the use of external agencies or speakers to enrich the experiences of our students; however, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students.

1.14 Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of students
- Activities are carefully evaluated by schools to ensure that they are effective

1.15 We recognise, however, that the ethos of our school is to encourage students to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

1.16 We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

- All concerns will be reported to the DSL.
- All concerns will be fully investigated and responded to from a safeguarding perspective, alongside, where needs be, the Wellbeing Policy/Code of Conduct.
- Parents/carers will be contacted, and the concern discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident.
- If a crime has been committed, then the police will be contacted.
- If the school are concerned that someone is vulnerable to radicalisation, we will submit a Prevent referral form. This referral is screened by the police Prevent team to determine if the young person is vulnerable to being drawn into terrorism.
- If a vulnerability is identified the case will be discussed at the local 'Channel' (CALL A MEETING AT SHORT NOTICE) meeting - a voluntary programme through which individuals consent to receive support to address their vulnerabilities and reduce the risk to them.
- The school will have a representative at these meetings.

1.17 The arrangements for recruiting all staff, governors and volunteers, to our school will follow guidance for safer recruitment. Within this we will be alert to the possibility that people may seek to gain positions within our school to unduly influence our schools' character and ethos. We are aware that such people seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence.

1.18 Where the school premises are used for non-school activities, we will ensure due diligence around

those activities to ensure that these do not conflict with the Prevent Duty.

1.19 The Principal, Chair of Governors and DSL will all complete Prevent Training. Whole school safeguarding training will include Prevent.

1.20 The ongoing whole school approach to fulfilling the Prevent Duty will be informed by a risk

assessment which will take into account the local context and the student demographic. This will determine the level and frequency of any additional training as well as curriculum content or interventions for groups or individual students.

APPENDIX E

1 Role of the Designated Safeguarding Lead

1.1 The Designated Safeguarding Lead (DSL) at our school will always be a senior member of staff from the school leadership team, and their lead responsibility for safeguarding and child protection (including online safety) will always be explicit in their job description.

1.2 The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively.

1.3 Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

2 Availability

2.1 During term time the DSL or a deputy will always be available (during school hours, or out of hours for a school arranged activity such as a school trip) for staff in the school to discuss any safeguarding concerns.

3 Manage referrals

3.1 The DSL will refer cases:

- of suspected abuse and neglect to Oxfordshire social care (or relevant local authority) as required and support staff who make referrals to children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. using the NPCC-When to call the police guidance to inform this decision.

4 Working with others

4.1 The DSL will:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager "and the LADO for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

The role of the Designated Safeguarding Lead

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- work with the principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- **This includes:**
- ensuring that the school knows who the cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.
- Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's social care where the situation does not improve.

5 Information sharing and managing the child protection file

5.1 The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

5.2 Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

5.3 The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.

5.4 Where children leave the school (including in year transfers) the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main student file, by secure transit, and confirmation of receipt will be obtained.

5.5 When our school receives safeguarding information about a new or existing student this will be shared by the DSL with other key members of staff such as the SENCO.

5.6 Because a lack of information about their circumstances can impact on a child's safety, welfare and educational outcomes, in addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the new school or college.

5.7 Where a parent/carer has expressed their intention to remove a child from the school with a view to educating at home, the DSL will liaise with the relevant Elective Home Education (EHE) Team to ensure that any safeguarding concerns (should there be any) are shared adequately with them, so as

to inform next steps.

6 Raising Awareness

6.1 The DSL will:

- organise whole school safeguarding and child protection training for all staff members annually and provide regular ongoing updates throughout the year;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
- This will include ensuring that the school, and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure that staff understand that children who have a social worker due to safeguarding or welfare needs may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning behaviour and positive mental health.
- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absences or missing education where there are known safeguarding risks) and promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Ensure that staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the safeguarding and child protection policy and speaking to the DSL.
-

7 Training, knowledge and skills

7.1 The DSL (and any deputies) will undergo training to provide them with the knowledge and skills

required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. This training will provide the DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including the Oxfordshire continuum of need and the MASH referral arrangements;
- have a working knowledge of how Oxfordshire conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers; understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation; are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

7.2 In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

8 Providing support to staff

8.1 Training will support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

9 Understanding the views of children

9.1 It is important that children feel heard and understood at our school. Therefore, the DSL will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings,
- among all staff, and in any measures the school may put in place to protect them; and

understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

10 Holding and sharing information

10.1 Due to the critical importance of recording, holding, using and sharing information effectively the **DSL will be equipped to:**

- understand the importance of information sharing, both within the school, and with other
- schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

11 Quality Assurance

11.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum twice a year).

11.2 Complete a self-assessment audit of the school's safeguarding arrangements, at least annually.

11.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

11.4 Take lead responsibility for remedying any areas for development identified in safeguarding and child protection arrangements.

12 The governing body

- appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description (and also the job description of any Deputy Designated Safeguarding Leads) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer
- ensures that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and/or Skype or other such media
- ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities
- ensures that the school has a child protection policy and procedures, including a staff code of conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- ensures that the school has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification from providing childcare regulations

- develops an induction strategy that ensures all staff, including the headteacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction
- develops a training strategy that ensures all staff, including the headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training (including online safety) and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of Oxfordshire. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the school
- appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training
- ensures that the school contributes to inter-agency working and plans 10
- ensures that the school provides effective pastoral care and participates in the early help Pathway to Change process for pupils/students with additional needs in order to provide a co-ordinated offer of early help
- teaches pupils about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum

The governing body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the headteacher.

The governing body also identifies a named governor to take leadership responsibility for the school's safeguarding arrangements. That governor will maintain regular contact with the DSL and will ensure that the governing body receives regular reports about safeguarding activity at the school.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership and national guidance.

NB Sole proprietors of schools that do not have a governing body should note and act in accordance with Footnote 143 in Annex C (page 145) of Keeping Children Safe in Education 2021 in order to ensure that the appointed Designated Safeguarding Lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family.

The school will submit a response to Oxfordshire's annual schools' safeguarding audit. This will highlight how the governing body's duties have been carried out. An action plan will be drawn up and any weaknesses will be rectified in accordance with that plan.

12.1 The headteacher:

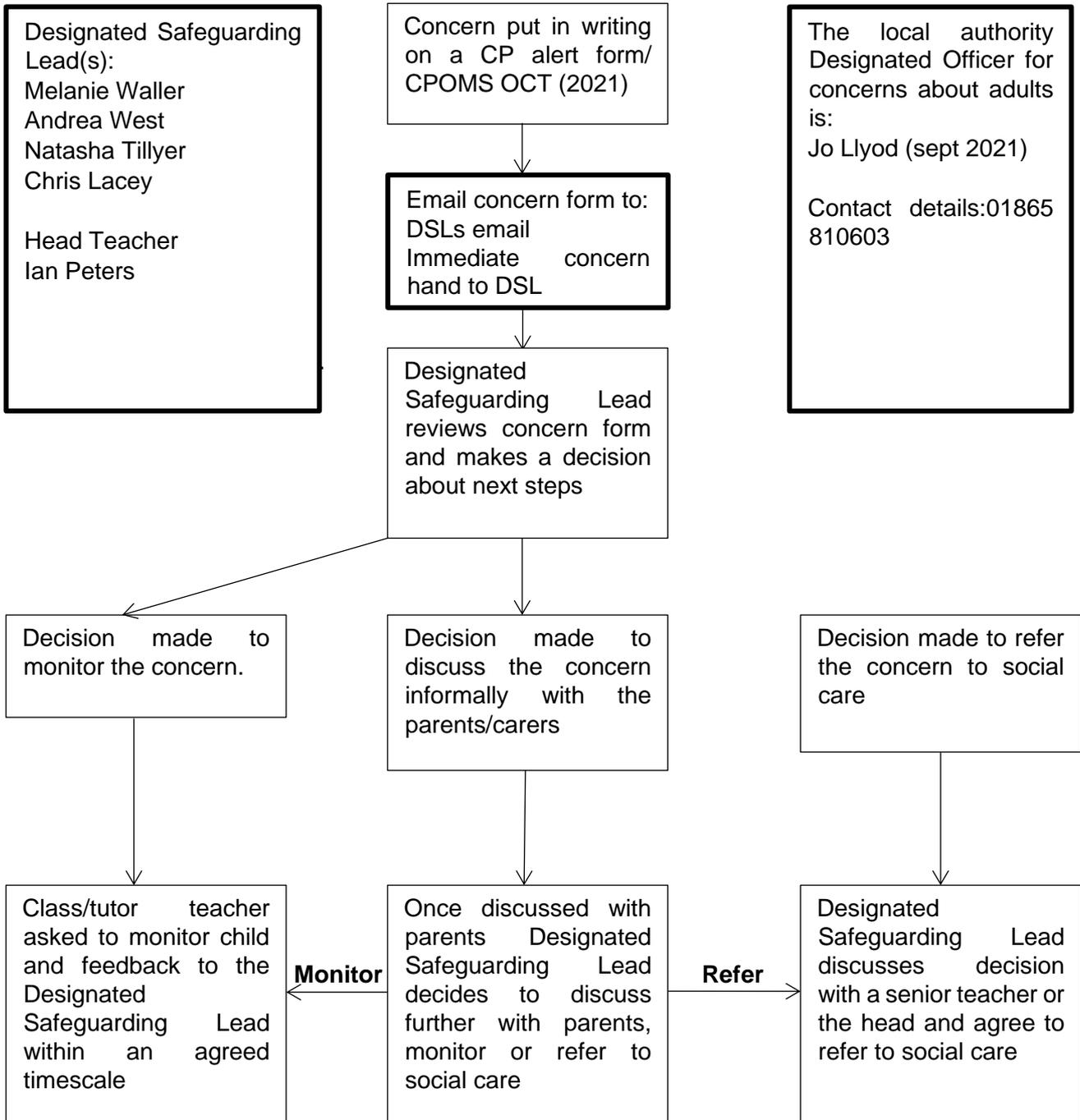
- ensures that the child protection policy and procedures are understood and implemented by all staff

- • allocates sufficient time, training, support, and resources, including cover arrangements when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- supports the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- ensures that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedure
- ensures that the culture of the school supports the provision of effective pastoral care and early help
- • ensures that staff do everything they can to support social workers when Children's Social Care become involved
- ensures that pupils are always provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe, including when online, as part of a broad and balanced curriculum
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made

APPENDIX F-Managing Allegations Flowchart

Reporting Procedures (updated 2021)

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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.

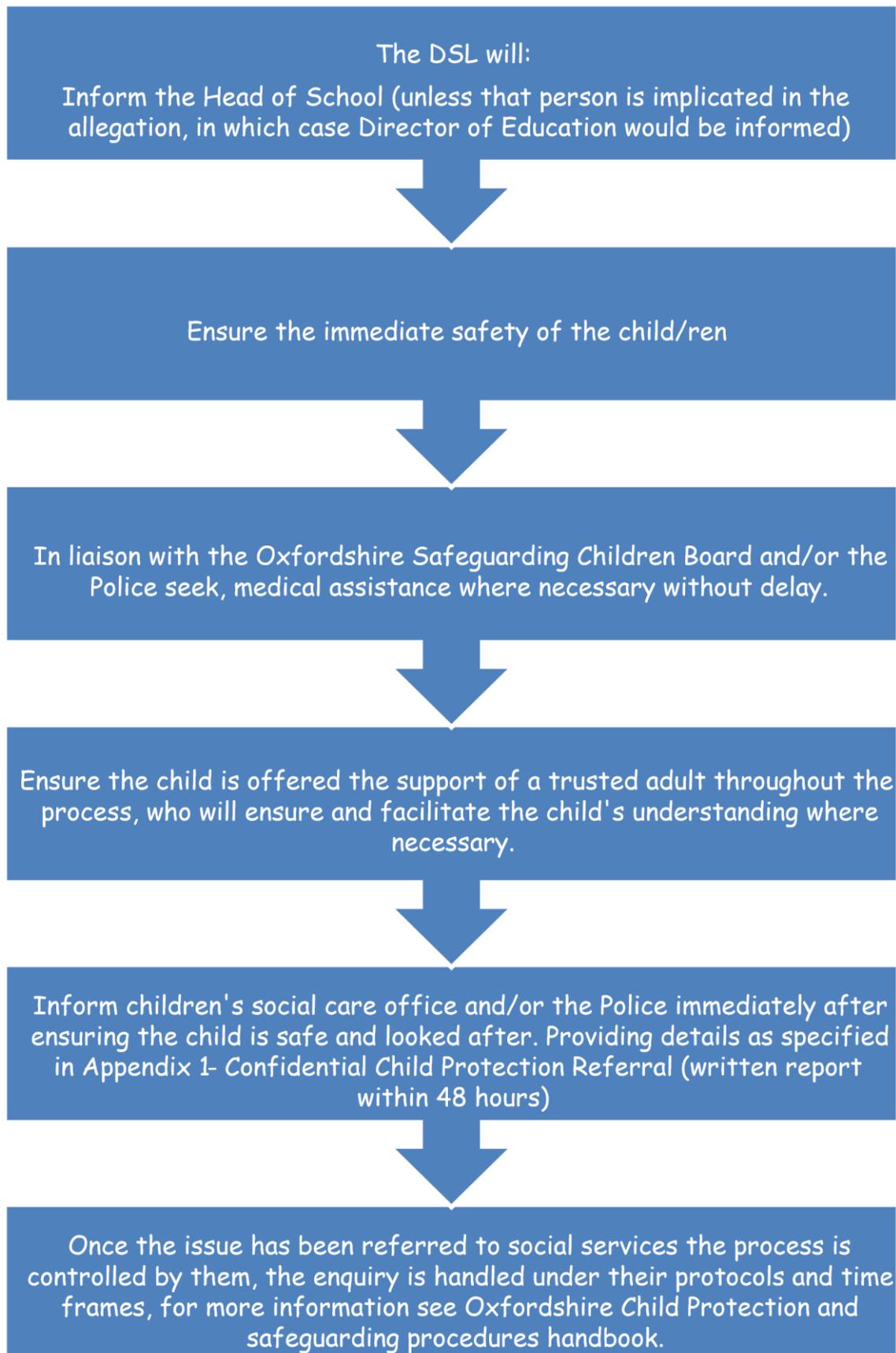
It is important in your report that you include the child's physical/emotional state and ensure the report is signed, dated and timed.

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.

APPENDIX G

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.


CP ALERT FORM – STAFF TO COMPLETE (CPOMS OCTOBER 2021)
Child Protection Alert Form

Name of student:	Tutor Group:
Date & Time Information Received:	
Date & Time of Incident/Occurrence:	
Nature of Concern:	
Name of member of staff raising concern:	
Details of Concern:	
Source of Information:	
Name (Telephone Number if appropriate):	

Details of any actions taken by member of staff raising concern:

.

Date:

Action taken by CP officer:

Signed:

Print Name:

Date: Email this form directly to the Designated Teacher for Child Protection – DSL Team
dslivsoxford@ltcharity.org.uk

APPENDIX I

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	the Locality and Community Support Service (LCSS):
LCSS North:	0345 241 2703
LCSS Central:	0345 241 2705
LCSS South:	0345 241 2608
Emergency Duty Team	0800 833 408
	To notify of a Private Fostering Arrangement 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

