



# SAFEGUARDING & CHILD PROTECTION

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Key Personnel at & for Frank Wise School

Safeguarding Role	Name/s	Contact Details
Designated Safeguarding Lead (DSL)	Lara Hughes	01295 263520
Deputy DSLs	Heidi Dension Simon Knight Matthew McArthur	01295 263520 01295 263520 01295 263520
School's Named Prevent Lead	Lara Hughes	01295 263520
Nominated Safeguarding Governor	Shirley Gelleburn	
Chair of Governors	Richard Howard	
Education Safeguarding Advisory Team (ESAT) Oxfordshire	Alison Beasley Donna Crozier Sandra Barratt Charlotte Allen	01865 810603 <a href="mailto:lado.safeguardingchildren@oxfordshire.gov.uk">lado.safeguardingchildren@oxfordshire.gov.uk</a>
Local Authority Designated Officers (LADO) Oxfordshire	Alison Beasley Donna Crozier Sandra Barratt Charlotte Allen	01865 810603 <a href="mailto:lado.safeguardingchildren@oxfordshire.gov.uk">lado.safeguardingchildren@oxfordshire.gov.uk</a>
Local Community Support Worker (LCSS) Oxfordshire	Phillippa Sinclair	0345 241 2703
Multi-agency Safeguarding hub (MASH) Oxfordshire	Katrina Johnson	0345 050 7666
Multi-agency Safeguarding hub (MASH) Northamptonshire		0300 126 1000
Children's Disability Team (North Oxon)		01865 816 668
Northampton Duty Team for Learning Disability		01604 367871
Out of hours Emergency Duty Team (EDT) Oxfordshire		0845 507666
Kingfisher Team		01865 309196
OSCB		<a href="http://oscb.oxfordshire.gov.uk">oscb.oxfordshire.gov.uk</a>
Adult Social Care		<a href="mailto:SafeguardingAdults@oxfordshire.gov.uk">SafeguardingAdults@oxfordshire.gov.uk</a> 0345 050 7666 (option 1)
Police		101 or in emergencies 999

## **Introduction**

This policy has been developed in accordance with the principles established by the Children Act 2002 and in line with the following:

- Keeping children safe in Education 2020 (KCSIE)
- Working Together to Safeguard Children 2019
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if you are worried a Child is being Abused 2015
- Safeguarding Children and Safer Recruitment in Education 2015
- Oxfordshire Safeguarding Children Board guidelines (OSCB)
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, 2020

The Governing Body takes seriously its responsibility under section 11 of the Children Act and duties under 'Working Together' to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements exist within our school to identify and support those children who are suffering harm or are likely to suffer harm.

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

Our school provides a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying (Please see our separate policy on Bullying) and where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our school and should be read in conjunction with KCSIE 2020.

## **Policy Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, feel able to communicate and believe that they are being listened to.

We maintain an attitude of, "it could happen here" where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and carers how we safeguard their children whilst they are in our care.

## Definitions

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

**Child Protection** is an aspect of safeguarding and is focussed on how we respond to children who have been significantly harmed for are are at risk of significant harm

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

**Child and young person** is an umbrella term that captures all of our pupil population, both those under 18 years of age and those 18 years old above. The policy extends to pupils from other settings.

**Parent and Carer** refers to all adults in a parenting role for example, birth parents, adoptive parents, grandparents, step parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people, including children and young people, can harm children and young people either by direct acts and / or failure to provide proper care. Explanations of these are given within the annex section of this policy.

**DSL** - Designated Safeguarding Lead

**DDSL** - Deputy Designated Safeguarding Lead

**OSCB** - Oxfordshire Children Safeguarding Board

**LCSS** - Locality Community Support Service

**MASH** - Multi Agency Safeguarding Hub

**DO** - Designated Officer, also referred to as Local Authority Designated Officer (**LADO**)

**EHA** - Early Help Assessment

**EHT** - Early Help Team

**SW** - Social Worker

## **Principle and Values**

Children have a right to feel secure and cannot learn effectively unless they do so.

All children have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account contextual safeguarding, (Annex 5) in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

## **Aims**

The aims of this policy are:

- To support the child's development to foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure that we contribute to assessments of need and support plans for those children where appropriate.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.
- To develop a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- To develop effective working relationships with all other agencies involved in safeguarding children.
- To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities, following correct staff recruitment and selection procedures.

## Responsibilities

The Teacher' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public interest in the teaching profession as part of their professional duties. At Frank Wise School, we recognise that Safeguarding and Child Protection are the responsibility of **everyone**. This includes the governing body which understands and fulfils its safeguarding responsibilities.

We recognise that staff can feel incredibly anxious when dealing with safeguarding and child protection issues and so have clear lines of accountability, training and advice to support the process and individual staff.

We have a designated member of the senior leadership team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our designated person will update their training with LA approved training every two years. We understand that Ofsted inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

We will ensure that:

- Our designated staff member (DSL) is a member of the SLT and fully trained
- We have a member of staff who will act in the designated person's absence who also receives training for the role of Designated Person
- All members of the SLT are trained to the level of DSL
- There is a nominated governor, who take leadership responsibility for safeguarding, ensuring that the DSL and DSL team are fulfilling their role.
- The Chair of Governors will receive reports of allegations against the headteacher and will act on behalf of the governing body
- We follow safer recruitment guidance as set out in KCSIE 2020
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the Designated Person and have these explained, as part of their induction into the school
- All members of staff are made aware of the additional factors relating to Safeguarding for children and young adults with Special Educational Needs and Disabilities
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy, and reference to it in our home school agreement
- Our lettings policy will seek to ensure the suitability of adults working with children on school site at any time
- Community users organising activities for children and young people are aware of and understand the need for compliance with the school's child protection guidelines and procedures
- The name of any member of staff considered not suitable to work with children will be notified to the DBS (Disclosure and Barring Service), with the advice and support of Human Resources and or the LADO (Local Authority Designated Officer).
- Our procedures will be reviewed annually and updated and a summary report of findings sent to our governing body and the LA Safeguarding Team.

- All members of staff will adhere to other related policies and guidance. The policies which are particularly relevant are: Behaviour, Bullying, Health and Safety, Restrictive Physical Intervention, Whistleblowing and the Staff Handbook.
- Children and young adult's safety is addressed through the curriculum.

### Record Keeping

Staff will record any welfare concerns that they have about a pupil on CPOMS and alert a member of the SLT via the **Alert staff members** button. If that child or young person is not already allocated to a member of the SLT, then refer it to Lara, the DSL in the first instance. Records will be completed as soon as possible after the incident/event, and if it includes information given by the child or young person, then record what has been said using the child's words, along with any open questions that the adult may have asked.

If there are ongoing low level daily concerns, it may be deemed appropriate to keep a monitoring record, which would be uploaded weekly onto CPOMS. Templates for this are available on the server.

All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own school GDPR policy, and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

All safeguarding records will be transferred in accordance with GDPR to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

The Headteacher will be kept informed of any significant issues by the DSL as part of ongoing safeguarding conversations.

### Confidentiality and Information Sharing

Frank Wise School recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children. There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.

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

DfE Guidance on Information Sharing (July 2018) provides further detail.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

OSCB provides advice on the Seven Golden Rules of Information Sharing

<https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdf>

Guidance to support schools with Data protection activity, including compliance with GDPR

Data Protection Tool Kit

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

### Training

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. As part of the induction process they undertake generalist level training which informs them of this along with the internal systems and processes that we follow. This includes information about:

- The Child Protection and Safeguarding Policy
- Keeping Children Safe in Education 2020, Part 1
- The Staff Handbook
- The role and identity of the DSL
- Whistleblowing Policy
- Behaviour Management Policy
- Health and Safety Policy
- Managing allegations about staff or volunteers
- ICT - Acceptable Use of
- Portable Technology
- The safeguarding response to children who go missing from education
- What to do if they have concerns about a child or young adult

All staff are provided with opportunities at least every three years to update their generalist training alongside monthly safeguarding and child protection updates in the staff meeting. A folder of safeguarding and child protection information is available in both staff rooms, which includes policies, screening toolkits and a safeguarding bulletin. There is also a safeguarding noticeboard in both staff rooms which holds key and up-to-date information.

All members of staff are made aware of and given access to additional online training via the OSCB training portal. <https://oscb.safeguardingchildren.co.uk/>

Our DSL and DDSLs undergo training to provide them with the knowledge and skills required to carry out their role. This training is attended every 2 years through the OSCB to enable them to fulfil their role.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

The DSL and a Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

### **FWS pupils - consideration for pupils with SEND**

Frank Wise School acknowledges that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as they may have an impaired capacity to understand, resist, avoid or communicate abuse. Sometimes, signifiers are interpreted as part of the child or young person's disability and not acted upon, which adds to their vulnerability.

Frank Wise School will ensure that children with SEND will be supported to ensure that their voice is heard and acted upon. All staff are encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability. They also know that children and young people with SEND may not always outwardly display indicators of abuse.

### **Recording and referring concerns**

KCSIE 2020 states: "No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action."

In our school we recognise the importance of sharing information and reporting concerns to help ensure children are protected.

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

***If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:***

- Report it to the DSL immediately using CPOMS and if there is an immediate concern, report it in person to the DSL also. They should make a factual record within 24 hours of the occurrence, of all that has happened, including details of dates, times and observations; dates and times of any discussion, any injuries included on a body map; explanations given by the child / young person / adult; any actual words or phrases used by the child / young person; any questions asked by the staff member (remembering not to ask any leading questions); and any action that was taken.
- The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
- In the absence of the DSL or DDSLs, staff should be prepared to refer directly to Children's Social Care (and the police if appropriate), if there is the potential for immediate significant harm or to carry out a no names consultation with LCSS, if appropriate.
- At Frank Wise School we ensure that a DSL or DDSL is always on site.

**Following a report of concern, the DSL must:**

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
- Normally the school should try to discuss any concerns about a child's welfare with the family and where possible, seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views, wherever possible, should also be taken into account.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via MASH, sharing:
  - the known facts;
  - any suspicions or allegations;
  - whether or not there has been any contact with the child's family.

The DSL and DDSL should use the "Referral to MASH" template and contact the MASH on 0345 050 7666.

- If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
- When a pupil needs urgent medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should seek immediate advice from the MASH about informing the parents, remembering that parents should normally be informed if a child requires urgent hospital attention. However, as in all cases, if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.
- If there is not considered to be a risk of significant harm, the DSL will either actively monitor the situation, consider the Early Help process or contact the LCSS for a no names consultation.

- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with “Working Together to Safeguard Children.” <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> “NPCC- When to call the police” should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

All contact details are on page 2

***What to do if a member of staff has a concern for a child or young person for children in other settings***

We recognise that as adults who regularly visit other schools and are out and about in the community, we have a duty of care to safeguard all children and our school procedures for safeguarding all children will be in line with Oxfordshire Local Authority and Oxfordshire Safeguarding Children Board Child Protection procedures, and ‘Keeping Children Safe in Education 2019’.

As part of induction and ongoing training that all staff receive, responsibilities for safeguarding and the procedures to follow when in other settings and in the community are given. The procedures are outlined in the Child Protection appendix flowchart.

***In other settings, we will ensure:***

- That we know who the DSL is, or in their absence the DDSL
- That in the event of either hearing a disclosure or having another concern, we will report this to the DSL at that school AND the DSL at Frank Wise School, who will then contact DSL in the other school or the MASH
- That the DSL keeps a written record of concern which will be kept as a paper copy in the Safeguarding folder in the office. Further actions will be added, where appropriate.

***In the local community we will ensure:***

- That we have reported any concern to the MASH and kept a paper record of this
- That we have followed-up with the MASH and added any further action to the paper record which is key in the Safeguarding folder in the office

**Multi-agency working**

Frank Wise School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Schools are not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. Frank Wise School recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **Safer Recruitment**

Frank Wise School is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff and so the Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance. This includes ensuring that at least one of the people who conducts a recruitment interview has completed safer recruitment training.

Frank Wise School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with children, including convictions, cautions, court orders, reprimands and warnings.

## **Allegations made against staff or volunteers**

This procedure should be used in all cases in which it is alleged a member of staff (including supply staff) or volunteer in a school, or another adult who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

In dealing with allegations or concerns against an adult:

- Staff must report any concerns about the conduct of any member of staff (including supply staff) or volunteer to the headteacher as soon as possible.
- If an allegation is made against the headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the Designated Officer for Oxfordshire should be contacted directly.
- There may be situations when the headteacher or Chair of Governors will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or Chair of Governors, they will contact the LADO on 01865 810603 or [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk) as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.
- In liaison with the LADO, the school will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.
- The named Designated Officer (LADO) for Oxfordshire County Council is Alison Beasley.

- The Designated Officer or a member of the team, will assess the information provided and advise on next steps, in line with KCSIE 2019 part 4, and Oxfordshire County Council's Designated Officers' local procedures.
- Whilst Frank Wise School does not currently use supply teachers, if the need arose and an allegation arose, despite not being an employee of the school, the allegation would be dealt with appropriately and in consultation with the LADO.

### **Whistleblowing in a Safeguarding Context**

While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly. This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems. There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within Frank Wise School, the headteachers are responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make the headteachers aware.

If your concern is about a headteacher, you should raise this with Richard Howard, our Chair of Governors. His details are available from the school office.

If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) for national organisations or make contact with Oxfordshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the headteacher and no/ insufficient action has been taken, or the member of staff you have concerns about is the headteacher, then you are able to contact the Designated Officers team (LADO) on 01865 810603 or email [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

If you believe that a child is being abused by individuals outside the school, you can make a referral to Children's Social Care by calling the MASH on : 0345 050 7666 (office hours) or 08450 507666 (outside of office hours).

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

## **Preventing radicalisation**

All of our staff undergo online Prevent Awareness training to support them in identifying radicalisation and in understanding what steps they need to take to protect the children and families in our school. This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised, supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

### *Prevent Referrals*

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

### *Channel Awareness*

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Link to OSCB guidance on PREVENT <https://www.oscb.org.uk/safeguarding-themes/prevent>

### *Definitions:*

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the 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.

## **Related Safeguarding Policies**

This policy should be read in conjunction with the policies as listed below:

- Attendance
- Behaviour Management
- Anti-Bullying
- Data Protection and Privacy Notices
- Equality
- Health and Safety
- ICT Acceptable Use of (incl App)
- Managing allegations against pupils
- Managing allegations against staff & volunteers
- Missing Pupils
- Peer-on-peer abuse
- Portable Technology

- Physical Intervention (incl App)
- Sex & Relationship Education
- Staff Handbook (incl, staff conduct)
- Whistleblowing

### Policy review

As a school, we review this policy at least annually in line with DfE, OSCB and OCC requirements and other relevant statutory guidance.

**Reviewed by:** Lara Hughes

**Date:** September 2020

**Approved by Governors:** *Richard Howard*

**Date:** September 2020

## **Annex I: Dealing with Disclosures**

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

*Guiding principles: the seven R's:*

### **Receive**

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

### **Reassure**

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

### **Respond**

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

### **Report**

- Share concerns with the DSL as soon as possible by speaking to them in person and recording the information on CPOMs
- If you are not able to contact your DSL or the DDSLs, and the child is at risk of immediate harm, contact the children's services department directly

## **Record**

- If possible, make some very brief notes at the time, and record them on CPOMS as soon as possible
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

## **Remember**

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

## **Review processes (led by DSL)**

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

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

## **Annex 2: Abuse and Neglect**

Knowing what to look for is vital to the early identification of abuse and neglect. All

staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

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

### Definitions of abuse and neglect

**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.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child 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.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 in education see ANNEX 4.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.
- Most people who sexually abuse children are men, but some women sexually abuse too

**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.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if You're Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCBB guidance on Neglect : <http://www.oscb.org.uk/safeguarding-themes/neglect/>  
the OSCB have also created a neglect toolkit: <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-care-and-development-checklist-neglect-toolkit-2019-update.docx>

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

*Indicators of abuse and neglect*

## **Physical Abuse**

Indicators of physical abuse / factors that should increase concern:

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers
- has a fear of medical help or attention
- admits to a punishment that appears excessive

Link to OSCB guidance on physical abuse <https://www.oscb.org.uk/safeguarding-themes/physical-abuse/>

## **Emotional Abuse**

### Developmental issues:

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

### Behaviour:

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

### Social issues:

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

### Emotional responses:

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Link to OSCB guidance on emotional abuse <https://www.oscb.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCB guidance on Domestic Abuse <https://www.oscb.org.uk/safeguarding-themes/domestic-abuse>

## **Sexual abuse**

Physical observations:

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations:

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCB guidance on sexual abuse <https://www.oscb.org.uk/safeguarding-themes/sexual-abuse/>

## **Neglect**

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCB neglect toolkit provides a more detailed list of indicators of neglect and is available to all staff

Physical indicators of neglect:

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect:

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

### **Annex 3: Peer-on-peer abuse**

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

All staff should be clear as to the school's or college's policy and procedures with regards to peer-on-peer abuse. Our school uses the OCC peer-on-peer guidance.

#### Sexual violence and sexual harassment between children

Frank Wise School follows the DFE policy on sexual violence and sexual harassment between children in schools and colleges. <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Staff are clear about our policy and procedures with regards to peer-on-peer abuse.

## **Annex 4: Specific Safeguarding Issues**

All staff should have an awareness of safeguarding issues which can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can put children in danger.

### Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measure in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

### Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

### So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

## Contextual safeguarding

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

Link to OSCB guidance on contextual safeguarding <https://www.oscb.org.uk/safeguarding-themes/contextual-safeguarding/>

## Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation 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. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

## Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

*Some of the following can be indicators of CCE:*

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

*The above CCE indicators can also be indicators of CSE, as can:*

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Link to OSCB guidance on CSE <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Link to OSCB guidance on child criminal exploitation

<https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

### County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism I03 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

### Domestic Abuse

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

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. Further information can be found in KCSIE 2020 ANNEX A.

### Mental Health

All staff should also be 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 their child protection policy and speaking to the designated safeguarding lead or a deputy. The Department for Education has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance, "Promoting children and young people's emotional health and wellbeing." Its resources include social media, forming positive relationships, smoking and alcohol.

**Further information around safeguarding issues can be found in KCSIE 2020 ANNEX A and on the OSCB website.**

## **Annex 5: Supporting children / young people and Supporting staff**

### Supporting Children

We recognise that a child who is abused in any way, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth. We also believe that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child attending the school is privately fostered.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

### Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated person and to seek further support. This could be provided by another trusted colleague, Occupational Health (Staff Care), and/or a representative of a professional body or trade union, as appropriate. In consultation with all staff, we have developed our staff handbook to include both information on the operational aspects of different roles alongside clear and unequivocal guidance on how all staff can model behaviours, attitudes and approaches in all of our interactions with the students, each other and the wider community. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

We recognise that our designated persons should have access to support and appropriate workshops, courses or meetings as organised by the LA.

### Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. Due to the day to day contact with children, staff in school are ideally placed to observe the outward signs of abuse. The school community will therefore:

- Establish and maintain an ethos which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Report any inappropriate behaviour/activities or concerns they have about a child to the designated person.

All staff have a responsibility for action in cases of suspected child abuse. This document outlines the procedures which should be followed if any member of staff suspects a student is being abused, or if a disclosure is made.

**Immediate action is required where there is concern about possible abuse, written records must be made at each stage of the process.**

All staff are asked to be alert to possible physical or emotional problems being experienced by children and young people.

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

#### Opportunities to teach Safeguarding

We ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), Relationships and Sex Education, during discrete ICT lessons and as part of a wider topic within any curriculum area.

## **Annex 6: Covid 19 - Special Arrangements**

### Pupils in School full-time

Government guidance states that, “During the period of national lockdown, schools, alternative provision (AP), special schools, colleges and wraparound childcare and other out-of-school activities for children should allow only vulnerable children and young people and the children of critical workers to attend (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, *where appropriate*). All other pupils and students should not attend and should learn remotely until February half term.”

Given the need to balance the needs of the educational and safeguarding needs of the pupils at Frank Wise School and the health and safety of staff, it has been necessary and appropriate to reduce the total numbers of pupils in school on any one day during the national lockdown.

Whilst we recognise that all pupils at Frank Wise School are vulnerable, having an EHCP is not a defining factor in terms of identifying those children who should be in school on a full-time basis during this time. We have ensured that all pupils with a social worker or those for whom we are concerned about their well-being or welfare, but do not have a social worker, have been offered a full-time place. Children of critical workers, where one or more parent falls into this category, have also been offered a place, the number of days negotiated with parents in terms of what they need.

### Pupils in School part-time (blended learning)

The families of all other pupils, have been contacted to ascertain as to whether they would like a place and for all those who confirmed this, their child has been offered a place on a part-time basis. This ensures that the class bubbles remain smaller, so meeting the needs of the Health and Safety at Work Act, 1974, but that as many pupils as possible have access to face-to-face learning and interaction. When those pupils are not in school, they will be offered remote learning in line with pupil and family need and capacity as below.

### Pupils at home (remote learning)

For those families who did not want a place for their child, or have been advised to shield their child, off-site and remote learning will continue. The nature of remote learning will be decided on a pupil-by-pupil basis and will focus on the outcomes in their Education and Health Care Plan, although teachers will also suggest wider curriculum learning in order to add breadth.

In addition to the educational offer, teachers will speak to families on a regular basis to monitor their well-being and safety as a family.

### Using Zoom to contact pupils & their families

The following guidelines have been drawn up in order to protect both the children and staff. They follow advice from safeguarding organisations. Zoom functions have developed significantly in recent months, but it remains important that these stipulations are adhered to.

- The meeting information should come from your work email address and a new meeting ID should be used each time (i.e. don't use your personal meeting ID).
- The password function should be used and should be sent in a separate email to the families, using the 'b.c.c.' function so addresses are not visible.
- The screen sharing function of your laptop needs to be turned off.
- There should be two adults employed by the school within the meeting.
- The parents should stay with their children throughout the meeting.
- Use the waiting room function (a default now) and control who you are letting in, ensuring you have the parents' Zoom identities prior to the meeting.
- Use the security enhancement in the top left hand corner of the screen.
- Make sure parents know not to share screenshots of the meeting.

The following version should be sent to parents:

It is important that the following guidelines are adhered to when students are joining Zoom sessions led by school:

- The meeting information will come from a school email address.
- The meeting password will be sent in a separate email, again from a school email address.
- There will be at least two members of school staff in each session.
- An adult member of the family must stay with the child throughout the meeting. This person does not need to remain in shot, but should be positioned where they can see the screen.
- Please notify the person hosting the meeting of your Zoom Identity in advance of the session, so that they know who to admit to the meeting.
- Please do not take screenshots of the meeting as this may contravene GDPR regulations and permissions.
- You may wish to ensure that the screen sharing function of your device is turned off.

### Safeguarding concerns

Given the increased time some of our pupils will experience at home, it is vital that staff are mindful of the safeguarding risks that could emerge. Whatever the concern and regardless of how small it may seem, staff and volunteers will report all concerns using our usual processes, which include but are not limited to weekly monitoring sheets for some pupils and the ongoing recording of individual incidents onto CPOMS.

The Early Help network continues to operate and supports education professionals to identify children and families in need of support and to work together with partner agencies to provide that support in a timely and co-ordinated way. This is an **additional service** which can be accessed when there is not an immediate safeguarding concern.

The available support for children and families through the network will vary according to need, but can include:

- Multi-professional advice and guidance to support children, families and whole school approaches
- Signposting around practical support e.g finances
- Parenting support and interventions around behaviour
- Support to complete Early Help Assessment
- Direct support from Targeted Early Help team

Services represented at the network:

- Locality Community Support Services (initially chair- with few to alternation)
- LCSS Community co-ordinators- It is expected that post Covid given that many families may experience financial stress and difficulties Community co-ordinators can provide advice and support around accessing community based practical support.
- Early Help including Aquarius and EET
- CAMHS including the MHST and the Mental Wealth Academy.
- School Health Nurse service
- School attendance team
- Community and Voluntary sector (appropriate for the area)
- Much has been achieved by the voluntary and community sector to provide invaluable support to their communities during the Covid pandemic.
- Involving relevant community partners will give an opportunity to embed further and harness this support for children and families in their local communities
- Youth justice service
- Thames Valley Police

Accessing the network:

SLT will book a slot via LCSS to attend the meeting to discuss child/family in need and the multi-agency professionals in the meeting will offer advice, guidance and support. This should aid prompt access to multi-professionals, avoid duplication or unnecessary referrals, and ensure families are receiving a proportionate response at the right time.

### Staff Training

External face-to-face training is no longer available and so interim arrangements have been made by Oxfordshire Safeguarding Board (OSCB). Their guidance will be in place for the Generalist, Advanced and Designated Safeguarding Lead (DSL) mandatory courses only until face-to-face core safeguarding training is again being provided.

Lara will lead a training session in the Spring term, for those staff that require refresher training.