



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	Shirley Gelleburn	
Education Safeguarding Advisory Team (ESAT) Oxfordshire	Jo Lloyd Donna Crozier Sandra Barratt Lorna Berry	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk
Local Authority Designated Officers (LADO) Oxfordshire	Jo Lloyd Donna Crozier Sandra Barratt Lorna Berry Becky Langstone	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk
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		08450 507666
Kingfisher Team		01865 309196
OSCB		oscb.oxfordshire.gov.uk
Adult Social Care		SafeguardingAdults@oxfordshire.gov.uk 0345 050 7666 (option 1)
Police		101 or in emergencies 999

Frank Wise School recognises its responsibility for safeguarding and child protection.

Introduction

It is essential that everybody working in Frank Wise school understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.

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 2022 (KCSIE)
- Working Together to Safeguard Children, July 2018
- 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)

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 2022.

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.

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. The responsibilities of all Designated Safeguarding Leads are described in detail in Appendix I.
- 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.
- 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.
- We follow safer recruitment guidance as set out in KCSIE 2022.
- 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 staff members, governors, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.
- Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.
- 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.
- Our school and Governing body takes all reasonable action to limit children's exposure to the risks from the school's or college's IT system and ensure our school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

- 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.
- The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

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.

Factual records will be completed as soon as possible after the incident/event, and, will include records of (as relevant to the scenario):

- Dates and times of their observations
- Dates and times of any discussions in which they were involved
- Any injuries and recorded on the body map
- Explanations given by the child / adult
- What action was taken
- Any actual words or phrases used by the child
- Any questions the staff member asked (remembering not to ask any leading questions)

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. This will be done within 5 working days of the young person starting at their new setting. Where in place, the social worker will also be informed.

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 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. 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.

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

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe

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 2022, Part 1 and Annex A
- 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 two 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.

Supporting Children

Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHSE and other curriculum contexts, and ensuring that pupils are taught about safeguarding so that they have means by which to 'recognise when they are at risk and how to get help when they need it'. At Frank Wise School we use the Protective Behaviours approach.
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- encouraging pupils to talk about feelings and deal assertively with pressures and are listened to. providing pupils with a range of appropriate adults to approach as needed.
- supporting children to feel safe, develop confidence and independence and increase the 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, including domestic abuse including Early Help and preventative services
- <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- having a behaviour policy that is aimed at supporting vulnerable pupils in the school. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment.
- acknowledging the importance of 'contextual safeguarding', <https://contextualsafeguarding.org.uk/> which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. (Working together to safeguard children July 2018 and KCSIE September 2022).
- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CWFC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.

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

“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 developing and promoting effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care.

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.

We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Oxfordshire Children's Safeguarding Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

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.

We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2022. If assurance is not obtained, permission to work with our children or use our school premises may be refused. 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.

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

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

Allegations made against staff or volunteers

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Chairs of Governors should refer to this guidance if there is an allegation against the headteacher. This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may 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.

This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, and is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO) behaved in a way that has harmed a child, or may have harmed a child;

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.
- 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 Jo Lloyd, contactable by phone on 01865 810603 or by email at lado.safeguardingchildren@oxfordshire.gov.uk
- The Designated Officer or a member of the team, will assess the information provided and advise on next steps, in line with KCSIE 2022, and Oxfordshire County Council's Designated Officers' local procedures.
- An Allegations and Consultation Referral Form must be completed by the Headteacher or manager in full and forwarded to the LADO via email within 24 hours.

- 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.

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harms threshold – referred to in 2022 guidance as ‘low level concerns’

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

‘Low Level Concerns’ - 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.

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 or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children.
- having favourites.
- speaking to pupils in a way that does not align with the Frank Wise School culture and ethos and / or our Behaviour policy

Such concerns should always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

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 this 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 Shirley Gelleburn, our Chair of Governors. Her 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 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

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/>

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

Site Security

All staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors into school.

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.

Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures.

The school's senior leadership team and the governing body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay

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: August 2022

Approved by Governors: Shirley Gelleburn

Date: September 2022

Annex I: The role of the Designated Safeguarding Lead

Managing referrals:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass'* and a point of contact for Child Exploitation.
- *Guiding principles of the scheme are here <https://www.operationencompass.org/school-participation>. An annual information letter must be sent to parents. All downloadable documents are here: <https://www.operationencompass.org/school-participation/school-downloads>.
- To ensure that the Local Authority are notified if children are persistently absent or missing from education

Record keeping:

- Keep online records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns
- Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- When a child leaves our school, the Designated Safeguarding Lead will contact the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within 5 school days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- If a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

Multi-agency working and information sharing:

- The DSL recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.
- Our School is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Training:

The DSL will ensure all staff undertake appropriate annual updates in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g., OSCB thresholds of need, preventative education, and the local offer
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.

The DSL will also:

- ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.
- organise face-to-face whole-school Safeguarding training for all staff members at least every three years and ensure that their training and that of the Deputy DSLs remains in date (every two years)
- ensure staff are aware of key policies systems within their school which support safeguarding, and these should be explained to them as part of staff induction.
- ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.
- encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- maintain accurate records of induction, ongoing training, and continual professional development (CPD) relating to safeguarding.
- ensure our school's child protection policies are known, understood, and used appropriately.
- ensure our school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- ensure our safeguarding policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this.

DSL responsibilities for quality assurance include:

- monitoring the implementation of and compliance with policy and procedures, including
- periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
- completing of the 157/175 annual safeguarding report and submit to the Local Authority
- providing 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.

- taking the lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

Support for staff:

The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

Annex 2: 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

School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating (KCSIE 2022)

A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

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, or significant harm is suggested

Safeguarding children is the action we take to promote the welfare of children and protect them from 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 who are 18 years and above. The policy extends to pupils from other settings.

Vulnerable children: Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory EHCP or not) Plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, or exploitation.
- is at risk of being radicalised or exploited.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

<https://www.gov.uk/government/collections/domestic-abuse-bill>

- is misusing drugs or alcohol themselves.
- has returned home to their family from care; and
- is a privately fostered child.

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

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

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

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

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

DSL - Designated Safeguarding Lead

DDSL - Deputy Designated Safeguarding Lead

OSCB - Oxfordshire Children Safeguarding Board

LCSS - Locality Community Support Service

MASH - Multi Agency Safeguarding Hub

LADO - Local Authority Designated Officer

EHA - Early Help Assessment

EHT - Early Help Team

SW - Social Worker

Annex 3: Categories of Abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying 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
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning,
- preventing the child from participating in normal social interaction.
- seeing or hearing the ill-treatment of another
- 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.

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent 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
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

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 (KCSIE 2022).

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.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

The department 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. See Every Mind Matters for links to all materials and lesson plans.

There are three thresholds for and types of referral that need to be considered:

- is this a child with additional needs; where their health, development or achievement may be adversely affected?
- age-appropriate progress is not being made and the causes are unclear
- the support of more than one agency is needed to meet the child or young person's needs

If this is a child with additional needs discuss the issues with the Early Help Assessment (EHAT) trained practitioner in your school, the child, and parents. You will need to obtain parental consent for an EHAT to be completed.

Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority

- their health or development is likely to be impaired, or further impaired, without the provision of such services
- they are SEND (and as such can face additional safeguarding challenges)

If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems

More on the thresholds can be found at [Oxfordshire-Threshold-of-Needs-2021.pdf](#) [oscb.org.uk](https://www.oscb.org.uk)

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the MASH by the school as soon as possible. Multi-Agency Safeguarding Hub (MASH) | Oxfordshire County Council

Annex 4: 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 5: Child-on-child 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 staff are supported and protected as appropriate.

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

Annex 6: Further Information

Female Genital Mutilation

Female Genital Mutilation (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 a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Harmful Practices - Oxfordshire Safeguarding Children Board (oscb.org.uk)

- Indicators - There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.
- Actions - If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.
- Mandatory Reporting Duty - From October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the Integrated Front Door as appropriate.

Fabricated or Induced Illness / Perplexing Presentation

Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means.

Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists for example.

Gang and Youth / Serious Violence

Children and Young People who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse

<https://www.gov.uk/government/publications/serious-violence-strategy>

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g., knife crime).

Faith Based Abuse

Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

When this type of abuse is suspected staff will make a referral to the MASH Team for support and guidance.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Risk of Trafficking

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude, or the removal of organs.

- The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in subparagraph (a) of this article
- “Child” shall mean any person under eighteen years of age.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller, or migrant families – who collectively go missing from school.

If a member of the school staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children’s social care are contacted immediately.

Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in ‘working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

Our approach is to recognise; seek support; instil preventive factors and monitor. Designated Safeguarding Lead should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. The link below details the Early Help services available to children, young people, and their families.

Early Help and the Locality Community Support Service (LCSS) - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Drugs and Alcohol

Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum.

More details can be found at: Substance Misuse - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Honour Based Violence and Forced Marriages

Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South, and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' For more information see:

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>

<http://www.karmanirvana.org.uk/>]

Preventing Radicalisation

Protecting children from the risk of radicalisation should be part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme

From 1 July 2015 all schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 ('The CTSA 2015'). Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism. "This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership

- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs).

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance are available on the OSCP website: Radicalisation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel

School staff should understand when it is appropriate to make a referral to the Channel team.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools

and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here: <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Child Missing From Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. <https://www.gov.uk/government/publications/children-missing-education>

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

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

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. Schools should contact the Admissions Team: Tel: 01865 815175. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Child Sexual Exploitation & Child Criminal Exploitation

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.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). 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.

The department provide: Child sexual exploitation: guide for practitioners

A full list of indicators can be found here: Child Sexual Exploitation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Child Criminal Exploitation (CCE)

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime

for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County Lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives, and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Further information can be found here: Child Criminal Exploitation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Sexual harassment, violence, harmful sexual behaviours (inc. child on child abuse and 'upskirting')

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. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. 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.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges is here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination. Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding

<https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response> ,

Our school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to: Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Upskirting

'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. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

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. Further information about consent can be found here: Rape Crisis England & Wales -

Sexual consent

- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.
- consent must be considered in light of mental capacity

Digital Safety & Remote Learning

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that

facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

There is a Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices e.g., i-Pads. For online safety, there is within the policy support about children accessing the internet whilst they're at school using data on their phones (3G or 4G networks). The policy reinforces the importance of online safety, including making parents aware of what your school ask children to do online (e.g., sites they need to visit or who they'll be interacting with online)

Governing bodies and proprietors are doing all that they reasonably can to limit children's exposure to the risks from the school's or college's IT system and ensure the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.

For online safety, there is recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, but they also need to have a policy about children accessing the internet whilst they're at school.

Filters and monitoring

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring. There is guidance below designed to help parents and carers to keep their children as safe as possible when online: Internet safety advice | Oxfordshire County Council

The policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all their pupils to attend in person. (All IT policies are located.....)

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

Pre-Appointment Checks and Safer Recruitment

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended)
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and verify professional qualifications, as appropriate
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check)
- consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online

The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

Single Central Record

Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check.
 - further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
 - a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

A record of staff leavers must be maintained on the Single Central record.

Maintained school governors - Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

The SCR shall be updated in the light of any further legislation

Annex 7: 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 8: Pandemic / Forced School Closure or partial closure - Special Arrangements

Pupils in School full-time

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 is necessary and appropriate to reduce the total numbers of pupils in school on any one day during any future national or local 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 those times. We will ensure 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, will be offered a full-time place. Children of critical workers, where one or more parent falls into this category, will also be 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, will be contacted to ascertain as to whether they would like a place and for all those who confirmed this, their child will be offered, wherever possible, a place on a part-time basis. This will ensure that the class bubbles can 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 do 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.