

Safeguarding and 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 Dennison 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	
Oxfordshire Education Safeguarding Advisory Team (ESAT) Oxfordshire Local Authority Designated Officers (LADO)	Jo Lloyd Donna Crozier Sandra Barratt Lorna Todd Becky Langstone Sophie Kendall	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk ESAT.safeguardingchildren@oxfordshire.gov.uk
Local Community Support Worker (LCSS) Oxfordshire	Louise Manley (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.

Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. We follow the Oxfordshire Safeguarding Children Board (OSCB) guidance on [What to do if you think a child is at risk of abuse or neglect \(OSCB\)](#)

This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

Legal Framework

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

- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children 2018
[Working Together to Safeguard Children 2018](#)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023
[KCSIE 2023](#)

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.

Aims

The aim of this policy are to:

- support the child's development to foster security, confidence and resilience.
- provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 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.
- acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding children and young people.
- develop a structured procedure within the school which will be followed by all members of staff in cases of suspected abuse.
- develop effective working relationships with all other agencies involved in safeguarding children.
- 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.

Roles and Responsibilities

At Frank Wise School, we recognise that Safeguarding and Child Protection are the responsibility of **everyone**. 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.

The school's **Designated Safeguarding Lead (DSL)** has overall designated responsibility for safeguarding and ensures there is always appropriate cover for this role. The responsibilities of all Designated Safeguarding Leads are described in detail in Appendix 1.

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.

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.

The **school and governing body** takes all reasonable action to limit children's exposure to the risks from the school's IT system and ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness in line with national expectations.

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.

Supporting Children and Young People

Frank Wise 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.
- [Domestic Abuse Act statutory guidance 2021](#)
- [Promoting children & young people's mental health & well-being 2021](#)
- 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 in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment (which could take place on or off-line).
- acknowledging the importance of, [contextual safeguarding](#) 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 2023).
- 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 (CWCF) 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.
- taking positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. For example, taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. This includes making reasonable adjustments for disabled children and young people and those identified as having special educational needs.

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.

Dealing with a Concern and Record Keeping

If a member of staff has a concern about a child or if a child tells them they are being abused, exploited or neglected. Staff will appropriately respond by listening and offering reassurance. Staff should:

1. Make an accurate factual record as soon as possible including details of:

- 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)

These records will be uploaded to CPOMS so giving clarity about the member(s) of staff involved and the time of the incident.

2. Listen to the wishes and feelings of the child, but not to promise confidentiality.

3. Report it to the DSL / DDSL immediately

4. 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.

5. In the absence of the DSL or DDSL, staff will refer directly to MASH or the child's social worker (if applicable) and the police (if appropriate) if there is a significant concern.

The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.

Frank Wise School will discuss any concerns we have with the young person's parents. There may be occasions when this is not appropriate and school staff would consult with other agencies prior to involving parents. We will record any decision not to discuss with parents and why on CPOMS as part of the actions.

Safeguarding records are kept for individual young people and are maintained separately from all other records relating to the young person in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own school GDPR policy.

All safeguarding records will be transferred in accordance with GDPR/KCSiE to the young person's receiving school/setting within 5 school days.

The Headteachers will be kept informed of any significant concerns by the DSL, and all other staff are informed on a need-to-know basis.

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. 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.

The Role of an Appropriate Adult in Safeguarding

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 person's rights and entitlements, as well as helping the detained person understand their rights.

Confidentiality and Information Sharing

Frank Wise School recognises that all matters relating to child protection are confidential. The Headteachers 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.

[Information Sharing Advice for Safeguarding Practitioners](#)

OSCB provides advice on the Seven Golden Rules of Information Sharing

[The 7 Golden Rules for Information Sharing](#)

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

Data Protection Tool Kit

[Data Protection in Schools](#)

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.

The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

The school maintains an accurate Single Central Record (SCR) in line with statutory guidance. This will be monitored and reviewed to ensure compliance by the Governing Body and the school's Senior Leadership Team.

The Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.

Frank Wise School is also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2018 and related obligations under the Childcare Act 2006 in schools.

The school will ensure that contractors and providers are aware of the school's safeguarding policy and procedures and that this will be referred to and followed if an allegation is made regarding a

member of their agency. The school will require that employees and volunteers provided by these organisations use the school's procedures to report concerns.

Frank Wise School 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, 2023. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

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

We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

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.

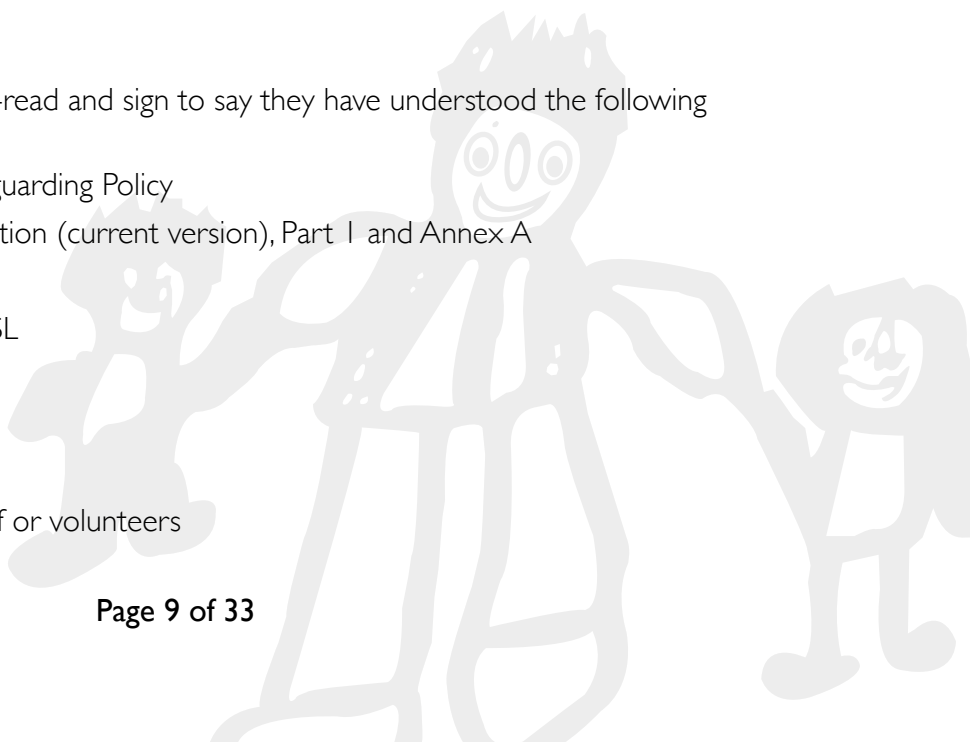
Separate training is provided to all new staff on appointment as part of their induction process including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This information will be regularly updated.

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. [OSCB Training](#)

Every year, all staff are required to re-read and sign to say they have understood the following documents:

- The Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (current version), 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

Our DSL and DDSs 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.

The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPRs) in line with Working Together 2018. These will occur annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, e-bulletins and staff meetings), to provide them with the skills and knowledge to safeguard children effectively.

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, Frank Wise school will ensure that the governing body will receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in Frank Wise School are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

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

The school will maintain accurate and up to date records of staff induction and training.

Whistleblowing in a Safeguarding Context

Whilst Frank Wise 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.

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

If your concern is about the headteacher, you should raise this with our Chair of Governors, Shirley Gelleburn.

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 or 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 headteachers and no / insufficient action has been taken, or the member of staff you have concerns about is one of the headteachers, 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 0800 833 408 (outside of office hours).

Further guidance for staff can be accessed through: [What to do if you are worried a child is being abused](#) and through the NSPCC website [What is child abuse?](#)

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

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

Related Safeguarding Policies

This policy should be read in conjunction with:

- 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

Reviewed by: Lara Hughes (DSL)

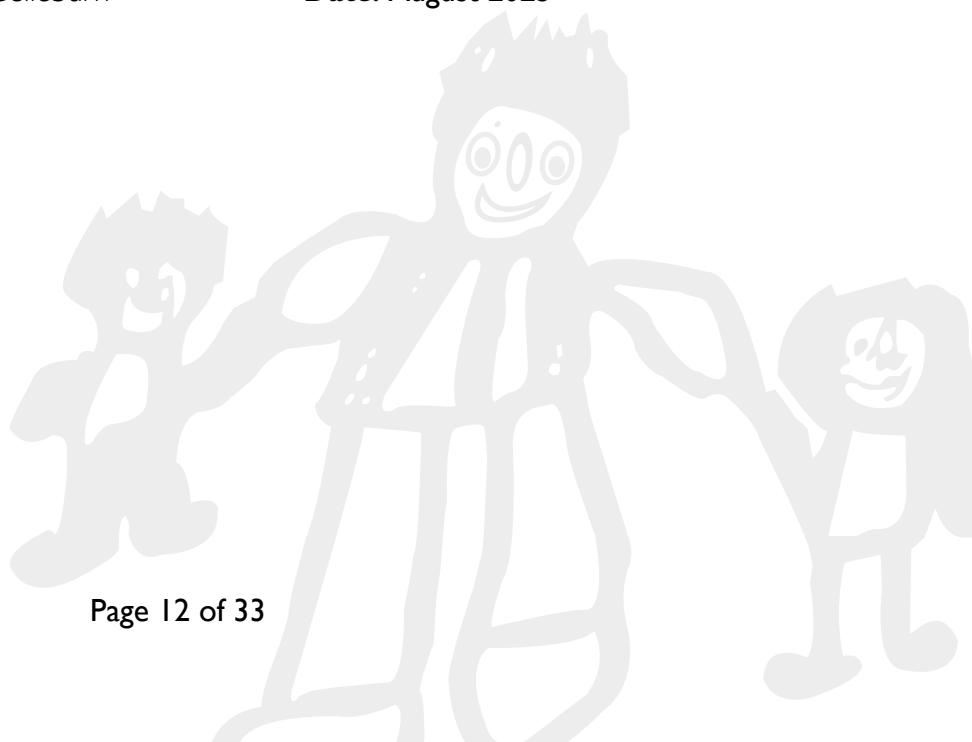
Date: August 2023



Approved by

Safeguarding Governor: Shirley Gelleburn

Date: August 2023



Appendix 1: The Role of the DSL

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. Refer to the Oxfordshire Threshold of needs to assist with decision making - [OSCB Threshold of Needs](#).
- 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. An annual information letter must be sent to parents.
- 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 young person 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.

[Information Sharing - Advice for Practitioners Providing Safeguarding Services](#)

Training:

The DSL will ensure that 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.

- encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.

The DSL will also:

- ensure each member of staff has read and understood 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 absent from education, as well as the staff code of conduct (Staff Handbook), the child protection policy, responsibilities in relation to filtering and monitoring in relation to ICT and dealing with disclosures and managing allegation processes.
- organise face-to-face whole-school Safeguarding training for all staff members at least every three years.
- ensure their training remains in date (every 2 years)
- ensure all staff are made aware of key policies within their school which supports safeguarding and these should be explained to them as part of staff induction.
- ensure the school allocates time and resource every year for relevant staff members to attend training and receive continuous professional development opportunities.
- maintain accurate records of induction, ongoing training and continual professional development (CPD) relating to safeguarding

Awareness Raising:

The DSL will ensure:

- our school's child protection policies are known, understood and used appropriately.
- our school's safeguarding policy is reviewed annually (as a minimum) and the procedures are updated and reviewed regularly.
- 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.
- that all staff are aware of the school's policy on ICT and understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Quality Assurance:

The DSL will:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding files (at a minimum once a year).
- Complete the 175/157 annual safeguarding report and submit to the Local Authority.
- Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take 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 for 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.

Appendix 2: Safeguarding Procedures - Definitions

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.
- **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.
- **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.
- **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.
- **Safeguarding and Promoting the Welfare of Children** is defined as:
 - protecting children from maltreatment
 - preventing the impairment of children's mental health, physical health or development
 - ensuring the children grow up in circumstances consistent with the provision of safe and effective care
 - 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 2023)

A bespoke helpline is available 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

- **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.'
- **Vulnerable children:** Any child may benefit from Early Help and the Locality Community Support Service (LCSS) - [LCSS - What is 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 Education, Health and Care 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
- is a privately fostered child

Appendix 3: Safeguarding Procedures - Categories of Abuse

Emotional 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

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: [NSPCC - Types of neglect](#)

Physical Abuse

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

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 2023).

Appendix 4: Safeguarding Procedures - Mental Health

All staff are also aware that mental health problems can, in some cases, be an indicator that a young person 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 young people 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. If staff have a mental health concern about a young person that is also a safeguarding concern immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The Department for Education has published advice and guidance [Preventing Bullying](#) and [Mental Health & Behaviour in Schools](#). 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 & well-being](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Every Mind Matters](#) for links to all materials and lesson plans.

Appendix 5: Dealing with Disclosures

A member of staff who is approached by a young person 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.

All staff should follow these guiding principles:

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
- 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 social worker (where relevant), the MASH team or the police.

Record

- If possible, make some very brief notes at the time, so that when you record them on CPOMS they can be as accurate as possible.
- Record the incident on CPOMS in a timely manner. Speaking to the the DSL / DDSL is most important.
- 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 / marks.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

Review

- The DSL will lead this.
- Did the procedure work? Are there any weaknesses and areas which require improvement?
- Are there any training needs?
-

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.

Appendix 6: Child-on-Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child 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 are clear as to Frank Wise School's policy and procedures with regards to child-on-child abuse. Our school uses the OCC child-on-child guidance.

Frank Wise School follows the DFE policy on [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.

Appendix 7: Managing Allegations Against Staff or Volunteers (including accessing the school premises)

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within twenty-four hours. This includes allegations relating to individuals or organisations using the school premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

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).

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 2023 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 (see Staff Handbook), 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 Wlse School culture and ethos and / or our Behaviour policy.
- taking photographs of children on their mobile phone.

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

The Local Authority Designated Officer is Jo Lloyd, contactable by phone on 01865 810603 or by email at lado.safeguardingchildren@oxfordshire.gov.uk

An Allegation and Consultation Referral Form must be completed by the Headteacher or manager in full and forwarded to the LADO via email within 24 hours of the concern being raised.

Appendix 8: 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](#) (OSCB)

- 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. [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.

[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 are 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:

[Forced Marriage](#)
[Honour Based Abuse](#)

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 susceptible 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 the statutory [Prevent Duty 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 OSCB website : [OSCB Radicalisation and Prevent](#)

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. [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 susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages and an individual will be required to provide their consent before any support delivered through the programme is provided.

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 at risk of being drawn into terrorism and, where considered appropriate and necessary, consent is obtained and support arranged and 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: [Channel and Prevent Multi-Agency Panel \(PMAP\) Guidance](#)

Children Who Are Absent 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 absent for prolonged periods or missing from education in their area.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and criminal exploitation - particularly county lines. School staff should follow the school's procedures for dealing with children who are persistently absent and children missing education to identify such abuse as early as possible and, in the case of absent pupils, this helps prevent the risk of them becoming a child absent from education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and have a social worker (such as a child who is a child in need, who has a child protection plan or is a child we care for), where being absent from education may increase known safeguarding risks within the family or in the community. See [Working Together to Improve School Attendance](#)

Schools should put in place appropriate safeguarding policies, procedures and responses for children who are identified as absent or 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 appropriate response is needed when a child has poor attendance or is regularly missing education. [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 and 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 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 for Education has created provide: [CSE - Definition & Guide for Practitioners](#)
A list of indicators can be found on the OSCB website [Child Sexual Exploitation](#)

Child Criminal Exploitation

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 \(OSCB\)](#)

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

Child 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 available in the DfE guidance Keeping Children Safe in Education 2023.

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 & Public Sector Equality Duty \(PSED\)](#), the [Human Right Act 1998](#) and recent reforms to the Act and how they apply to safeguarding [Human Rights Act Reform: A Modern Bill of Rights, Consultation Response 2022](#)

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 [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 [Rape Crisis for England and 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

Online Safety, Remote Learning and Filtering & Monitoring

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers Frank Wise School to protect and educate pupils, students and staff in their use of technology and establishes mechanisms to identify, intervene in and escalate any concerns where appropriate. 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.

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 content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users, for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other
- **conduct:** online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>)

The school has an Online Safety policy, which covers the use of mobile phones, cameras and other digital recording devices e.g. i-Pads. For online safety, within the policy there is support about children accessing the internet whilst they are at school using data on their phones. This considers that many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G networks. This access means some children, whilst at school, sexually harass, bully and control others via their mobile and smart technology, share indecent images consensually and non-consensually and view and share pornography and other harmful content. This has been carefully considered within schools ICT Policy, including the management of devices, filtering and monitoring and access to smart technology. The policy also reinforces the importance of online safety, including making parents aware of what the school asks children to do online (e.g. sites they need to visit or who they'll be interacting with online)

Before students within the Griffiths Centre are able access technology independently and without the immediate supervision of staff, they are expected to understand and then sign an Acceptable Use of ICT Agreement.

Filters and Monitoring

The Governing Body and Senior Leadership Team are doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, they ensure that Frank Wise School has appropriate filters and monitoring systems in place and that there is regular review of their effectiveness.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body and Senior Leadership team also consider the age range of their pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty.

To support schools and colleges to meet this duty, the Department for Education has published filtering and monitoring standards (see below link) which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

The Governing Body and Senior Leadership Team understand their responsibilities for periodically reviewing the effectiveness of these procedures and the standards and will discuss this with IT staff and service providers, discussing what more needs to be done to support Frank Wlse School in meeting this standard. This includes an understanding of responsibilities to have an appropriate level of security protection and an understanding of evolving cyber-crime technologies and e-security.

Monitoring and filtering standards and Cyber Security in Schools: [Meeting digital and technology standards in schools and colleges](#)

The policy for remote learning 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 of their pupils to attend in person. [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
- 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
- verify professional qualifications, as appropriate. The Teaching Regulation Agency's (TRA) Employer Access Service should be used to verify any award of qualified teacher status (QTS), and the completion of teacher induction or probation.
- carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. Shortlisted candidates will be informed before online searches are carried out. Ensure that evidence of these checks has been retained
- 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)

In addition:

- independent schools, including academies and free schools, must check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State
- maintained schools must check that the Governing body is not subject to a section 128 direction made by the Secretary of the State
- ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for prohibition checks or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012
- all schools and colleges providing childcare must ensure that appropriate checks are carried out to ensure that individuals employed to work in reception classes or in wraparound care for children up to the age of 8, are not disqualified from working in these settings under the 2018 Childcare Disqualification Regulations.

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 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
- record information in respect of staff members (including teacher trainees on salaried route) as to whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained
- include an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check.
- include further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- demonstrate 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.

The details of an individual should be removed from the single central record once they no longer work at the school or college.

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 Single Central Record (SCR) shall be updated in the light of any further legislation.

Appendix 9: Supporting Children/Young People and Supporting Staff

Supporting Children / Young People

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.

