

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 DSL (DDSL)	Heidi Dennsion	01295 263520
Additional DSLs	Simon Knight Matthew McArthur	01295 263520 01295 263520
School's Named <u>Prevent</u> Lead	Lara Hughes	01295 263520
Nominated Safeguarding Governor	Shirley Gelleburn	
Chair of Governors	Shirley Gelleburn	
Local Authority Designated Officer (LADO)	Jo Lloyd Sandra Barratt Amie Pilcher	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk
Oxfordshire Education Safeguarding Advisory Team (ESAT)		01865 810603 ESAT.safeguardingchildren@oxfordshire.gov.uk
Local Community Support Worker (LCSS) Oxfordshire	Kalli Hampton	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		0800 833408
Kingfisher Team (child sexual exploitation)		01865 309196
Oxfordshire Safeguarding Children Partnership (OSCP)		oscp.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; this policy must be read, understood and adhered to in conjunction with the requirements for individual roles as stipulated in Keeping Children Safe in Education 2026.

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.

Frank Wise School recognises that safeguarding and promoting the welfare of children is everybody's responsibility. Frank Wise School adopts a child-centred approach and seeks to ensure that every decision made reflects the best interests of the child. Staff are expected to maintain professional curiosity, recognising that abuse, neglect, exploitation and harm rarely occur in isolation and that multiple vulnerabilities may present simultaneously.

Frank Wise School recognises that children may experience prejudice-based harm and other forms of discrimination. Such harms can have a significant impact on a child's welfare, wellbeing and sense of safety. All staff will be alert to prejudice-based harm, recognise its potential impact and respond appropriately to concerns, including reporting concerns to the Designated Safeguarding Lead where appropriate.

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 likely to suffer or are suffering abuse, harm or neglect.

Our safeguarding policy is in keeping with relevant national procedures and local safeguarding arrangements. More details can be found via the Oxfordshire Safeguarding Children's Partnership [What to do if you think a child is at risk of abuse or neglect](#)

Frank Wise School recognises the importance of providing help and support as soon as concerns emerge and will work collaboratively with children, families, Family Help services, Children's Social Care and other agencies to ensure children receive the right help at the right time.

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.

In line with Working Together to Safeguard Children 2026, Frank Wise School places the child at the centre of all safeguarding practice. Safeguarding decisions are informed by a clear understanding of the child's lived experience, their wishes and feelings, and the impact of harm on their day-to-day life. All staff are expected to exercise professional curiosity and judgement and to act promptly where concerns are identified.

Legislation and Statutory Guidance

This policy is informed by, and has due regard to, the following statutory guidance and legislation:

- Keeping Children Safe in Education DfE, 2026
- Working Together to Safeguard Children DfE, 2026
- Children Act 1989 and Children Act 2004
- Education and Inspections Act 2006
- Education Act 2011

- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Children and Social Work Act 2017
- Restrictive interventions, including use of reasonable force, in schools, 2026

This policy also reflects Oxfordshire Safeguarding Children Partnership (OSCP) local procedures and thresholds.

Policy Aims

The aims of this policy are to:

- support a young person'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 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 DSL provides leadership for safeguarding within Frank Wise School, including ensuring robust challenge, reflective discussion and professional oversight of safeguarding decisions, particularly where concerns are emerging, cumulative or complex.

Our school will ensure there are robust arrangements in place to provide safeguarding leadership when the DSL is unavailable. Deputy Designated Safeguarding Leads have appropriate access to safeguarding records and systems to enable them to carry out their role effectively. Frank Wise School ensures that secure arrangements are in place to facilitate the sharing of safeguarding information between members of the safeguarding team where necessary to protect children.

The responsibilities of all Designated Safeguarding Leads are described in detail in Appendix 1.

The **Governing Body** are collectively responsible for ensuring that safeguarding arrangements are fully embedded within our school's ethos and reflected in our school's day-to-day practice.

All staff understand the importance of professional curiosity and challenge in safeguarding practice and are expected to act promptly where there are concerns about a child's safety or welfare.

Frank Wise School and its Governing Body will ensure that appropriate filtering and monitoring systems are in place and are effective in reducing children's exposure to harmful online content and activity. These arrangements will be proportionate, age-appropriate, risk based and regularly reviewed. The Governing Body will maintain strategic oversight of filtering and monitoring arrangements and will receive appropriate assurance regarding their effectiveness, at least once per academic year. Filtering and monitoring arrangements form part of our school's wider safeguarding framework and will be considered alongside staff training, curriculum provision, online safety education and risk assessment processes.

The **Governing Body** will ensure safeguarding arrangements reflect emerging safeguarding risks including extra-familial harm, attendance related vulnerability, online harms, technology-enabled abuse, exploitation and serious violence.

All staff, Governors, volunteers and external providers are expected to identify children who may benefit from additional support, including Family Help, and to raise concerns promptly with the Designated Safeguarding Lead.

Frank Wise School acknowledges the need to treat everyone equally, with fairness, dignity and respect. Our school and Governing Body promote an inclusive and anti-discriminatory whole-school culture as part of our safeguarding responsibilities. Racism, faith-based prejudice and other discriminatory behaviours will be recognised, challenged and responded to appropriately. Children will be supported to understand how to treat others with respect and to understand the impact that prejudice and discrimination can have on others. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.

Supporting Children and Young People

Our school understands that safeguarding and promoting the welfare of children is defined by Working Together to Safeguard Children 2026 as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
- Taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

Categories of abuse are defined in Keeping Children Safe in Education 2026, and understood by our school as:

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing, causing, or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) 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. Children are more likely to know their abuser than not. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. There are specific offences for children under 13, who can never provide valid consent to sexual activity and there are specific offences which make clear that sexual activity with a child under 16 is an offence, regardless of whether they agreed to that activity.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate

medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Our staff are aware that safeguarding issues often overlap and can put children at risk of harm, including but not limited to, the categories of above. The following are understood as being potential indicators of risk:

- Drug taking and/or alcohol misuse
- Unexplainable and/or persistent absences from education
- Serious violence, criminal exploitation (including that linked to county lines), radicalisation
- Consensual and non-consensual making or sharing of nudes or semi nudes.

Additional information on these safeguarding issues and information on other safeguarding issues are included in Annex A of Keeping Children Safe in Education 2026.

Frank Wise School will support all pupils by:

- ensuring the curriculum contributes to safeguarding and promotes children's welfare through age-appropriate and developmentally appropriate teaching, including through PSHE, RSHE, Health Education, ICT and other relevant curriculum areas. This will include learning about healthy respectful relationships, consent, online safety, digital resilience, safeguarding, exploitation, discrimination, equality, diversity, misogyny, misandry, prejudice, racism, faith-based prejudice and other forms of prejudice-based and discriminatory harm, mental health and wellbeing, harmful sexual behaviour, serious violence, radicalisation, the safe use of technology, including generative artificial intelligence, and how to seek help when concerned about themselves or others. At Frank Wise School we also use Protective Behaviours to support children and young people's understanding of being safe and / or in danger..
- ensuring that safeguarding education is responsive to emerging local and national safeguarding risks and reflects the lived experiences of children.
- ensuring Frank Wise School implements and applies mobile phone arrangements in accordance with Department for Education guidance and our school's own mobile phone, behaviour & interpersonal development and online safety policies.
- encouraging pupils to talk about feelings and ensuring they are listened to by a range of appropriate adults.
- supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-advocacy.
- recognising that mental health concerns, self-harm, suicidal ideation, eating difficulties and significant emotional distress may be indicators that a child has experienced or may be at risk of abuse, neglect, exploitation or other safeguarding concerns.
- ensuring that children know where and how to access support for their mental health and wellbeing within school and through external services where appropriate.
- recognising that young carers may experience additional safeguarding vulnerabilities including emotional wellbeing concerns, reduced attendance, caring responsibilities and social isolation. Staff will be alert to these needs and will ensure that appropriate support is provided in partnership with families and other agencies.

- ensuring that children's voices, wishes and lived experiences are central to decision-making and that their views are sought, recorded and taken seriously, in line with Working Together to Safeguard Children.
- raising and working together with other support services and those agencies involved in safeguarding children, including Family Help and preventative services as required in Working Together to Safeguard Children 2026.
- recognising that Family Help is a shared responsibility across agencies and that schools play a key role in identifying emerging need, cumulative harm and vulnerability at an early stage.
- considering the role of family networks, kinship care and protective factors, alongside risks, when assessing need and planning support.
- recognising that regular attendance is a protective factor and that persistent absence, severe absence, repeated lateness, missing education and disengagement from learning may indicate safeguarding concerns, vulnerability or unmet need.
- considering intra familial harms and any necessary support for siblings.
- having a Behaviour and Interpersonal Development (BID) policy that focuses on early support, prevention and de-escalation for all pupils. The policy makes clear that restrictive physical interventions are a last resort and are only used where necessary and proportionate to the situation. It also sets out Frank Wise School's statutory duties to record and report all significant incidents involving the use of force, including timely recording, notifying parents, and reviewing incidents to reduce future risk, alongside clear measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying, racism and faith-targeted abuse.
- 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).
- recognising that children may experience harm beyond their family environment, including child criminal exploitation, child sexual exploitation, serious violence, county lines activity, harmful sexual behaviour, peer abuse and online abuse.
- recognising that serious violence, weapon carrying, threats of violence, peer conflict and criminal exploitation may present significant safeguarding risks and ensuring concerns are identified and responded to appropriately.
- alerting the Local Authority if our school is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, our school will be vigilant in identifying any Private Fostering arrangement.
- acknowledging that a child that is looked after (CWCF), in kinship care or has been previously looked after by the Local Authority potentially remains vulnerable and ensuring that 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 to meet their specific need. For example, taking positive action to support girls if there was evidence that they were being 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.
- recognising that children who are lesbian, gay, bisexual, or gender-questioning may experience bullying, discrimination or vulnerability. Our school will consider each child's individual circumstances, listen to their views, work in partnership with parents wherever appropriate, take account of relevant professional advice and ensure safeguarding decisions are made in the child's best interests.

- challenging racist, faith-targeted, prejudice-based, sexist, misogynistic, discriminatory and abusive behaviours and promoting an inclusive anti-discriminatory whole-school culture of respect, equality and safety.
- recognising that children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual making or sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- recognising that children with medical needs or complex health needs may require additional safeguarding consideration. Staff will remain alert to indicators of abuse, neglect or exploitation and ensure that safeguarding and medical needs are considered together when assessing risk.
- being aware that where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. The school will follow DfE guidance on Alternative Educational Provision: [alternative provision](#)

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.

Procedures for dealing with a concern and Record Keeping

Our school recognises any child may benefit from support via universal services, community based Early Help, targeted Family Help prior to statutory services.

Our staff are alert to the potential need for additional support for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health and Care plan), although all pupils at Frank Wise School do have an EHCP.
- Has a mental health need.
- Is a young carer.
- Is pregnant and/or is a parent themselves.
- Has exhibited early signs of abusive, violent and/or harmful behaviours.
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.

- Is frequently missing/goes missing from education, home or care.
- Has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- Is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation.
- Is at risk of being radicalised into terrorism.
- Has a parent or carer in custody or is affected by parental offending.
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- Is misusing alcohol and other drugs themselves.
- Is a privately fostered child.

All staff are aware of the processes for supporting children and families including criteria, referral route and associated legislation including:

- Community-based Family Help assessments:
- Family Help support/Targeted early help (Section 10 and 11 of the Children Act 2004).
- Children in Need including how this applies for disabled children (Section 17 of the Children Act 1989).
- Child protection- when there is reasonable cause to suspect a child is suffering or likely to suffer significant harm (Section 47 of the Children Act 1989).
- Care and supervision orders (Section 31 of the Children Act 1989).
- Duty to accommodate a child (Section 20 of the Children Act 1989).

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 must:

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. The Designated Safeguarding Lead will be alerted to the record.

2. Listen to the wishes and feelings of the child. Staff must not to make any promises, but keep the child informed (if cognitively appropriate) of action that will be taken.

3. Report it to the DSL / DDSL immediately

4. The DSL will:

- consider if there is a requirement for any immediate action including MASH referral, Police report, medical intervention.
- Ensure that decisions taken, the rationale for those decisions, actions agreed and outcomes achieved are clearly recorded in writing. This includes situations where concerns are monitored, stepped down, or closed, and where referrals are not made.
- ensure that records demonstrate timely action, professional curiosity, reflective decision-making and how the child's wishes, feelings and lived experience have informed safeguarding assessment, decision making and planning.
- ensure that records provide a clear chronology of concerns and demonstrate how individual incidents have been considered within the context of any cumulative harm or emerging patterns of risk.

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. See *the Reception Notice for guidance on "How to make a referral"*.

Frank Wise School will discuss any concerns we have with the people who have parental responsibility for the young person. 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 the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance [For Organisations](#) which includes information about your obligations and how to comply, including protecting personal information and providing access to official information.

Safeguarding records will be sufficiently detailed to support effective multi-agency working and enable professionals to understand the child's lived experience, identified risks, protective factors, actions taken, outcomes achieved and the rationale for safeguarding decisions.

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.

If you believe that a child beyond the school is being abused, 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).

Managing Child-on-Child Abuse Sexual Harassment, Violence including Harmful Sexual Behaviours (HSB)

All staff understand that child-on-child abuse includes a wide range of behaviours including bullying (including cyberbullying, prejudice-based and discriminatory bullying), discriminatory behaviour including racism and faith-targeted abuse, sexual harassment, sexual violence, harmful sexual behaviour, misogynistic and misandrist language, weapon-related threats and online abuse.

Such behaviour is never acceptable and should not be tolerated or dismissed as banter, part of growing up or normal behaviour.

Child-on-child abuse can occur between children of any age and sex and can take place both inside and outside of school, online and offline. It may be a one-off incident or a pattern of behaviour and should never be tolerated or dismissed.

Frank Wise School recognises that racist, faith-targeted, prejudice-based and other discriminatory behaviour between children can constitute child-on-child abuse and may have significant impact on a child's welfare, wellbeing and sense of safety. Such incidents will be taken seriously and considered within our safeguarding procedures as well as relevant behaviour, anti-bullying and equality procedures.

Frank Wise School understands that sexual violence and sexual harassment is not acceptable, and we are committed to creating a culture where children feel confident to report concerns, knowing they will be taken seriously.

Harmful sexual behaviours exist on a continuum and range from developmentally appropriate behaviour to problematic, abusive or violent behaviour. Responses are proportionate, child-centred and take account of the needs of both the victim and the alleged perpetrator, recognising that children displaying harmful behaviour may also be vulnerable.

When responding to concerns, our school will:

- Take all reports seriously, even where there is no physical evidence.
- Avoid victim-blaming and ensure children are supported appropriately.
- Consider the impact on the wider school environment.
- Involve external agencies where required.
- Consider whether racism, faith-based prejudice, faith-targeted abuse or other discriminatory factors are present and the impact these may have on the child's welfare and sense of safety.
- Record decisions, actions taken and rationale clearly. (Use the *Responding to Allegations of Sexual Harassment / Violence* document)

All staff understand that even if there are no reports this does not mean abuse, harassment or violence is not happening, it is possible that abuse is unreported. Frank Wise School staff challenge inappropriate behaviours between children that are abusive in nature.

Our school follows Part 5 of Keeping Children Safe in Education when responding to all concerns related to child-on-child sexual violence, sexual harassment and harmful sexual behaviours and recognises the need for clear reporting routes, consistent responses and ongoing support for all children involved, including alleged perpetrators, in line with a trauma-informed approach.

Supporting Children who are Questioning their Gender

Frank Wise School recognises that children may question their gender identity. In line with statutory guidance, our school will take a cautious, considered approach, act in the best interests of the child and work in partnership with parents/carers.

Our school will not initiate a social transition. Any requests will be handled on a case-by-case basis, with advice sought as appropriate. Policies will not reinforce harmful gender stereotypes.

Online Safety and Filtering & Monitoring

Frank Wise School recognises the need to ensure children and young adults are safeguarded from potentially harmful and inappropriate online material. Our school approach to online safety is to protect and educate pupils and staff in their use of technology and we have mechanisms to identify, intervene and escalate any concerns.

Frank Wise School recognises the increasing safeguarding considerations associated with generative artificial intelligence (AI) and ensures that filtering & monitoring, staff training and pupil education reflects associated risks in line with Department for Education expectations.

Frank Wise School understands that the breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four 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, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate 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 purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images, including consensual and non-consensual sharing of self-generated intimate images and/or videos, including those generated using AI, e.g. deepfakes, sharing other explicit images and online bullying.

- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group [APWG](#)

Filtering and Monitoring

Frank Wise School recognises that filtering and monitoring systems are an important safeguarding measure but cannot prevent all online harm. Our children are supported through education, staff vigilance, safeguarding procedures and a whole-school approach to online safety.

Staff are aware of emerging online harms including AI-generated content, manipulated imagery, deepfakes, online coercion, online exploitation, harmful online communities, misogynistic content, extremist content and technology enabled abuse.

Our Governing Body are responsible for ensuring our school has appropriate filtering and monitoring systems in place and that there is review of their effectiveness at least once every academic year, with records maintained of those reviews.

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Governing Body 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.

The appropriateness of any filtering and monitoring systems is informed by our Prevent risk assessment.

Additional guidance on filtering and monitoring is accessible through [Meeting Digital and Technology Standards in Schools and Colleges](#)

Concerns and Allegations about Staff (including supply staff, trainee teachers, volunteers and contractors)

All staff understand the processes and procedures to manage any safeguarding concern or allegation (no matter how small) about staff members, including supply staff, volunteers and contractors.

If anyone has a concern or an allegation is made about a member of staff, including supply staff, trainee teachers, volunteers and contractors,, this is referred to the Headteacher. If the concern relates to the Headteacher, this is referred to the Chair of Governors.

If there is a concern or an allegation about a member of staff, including supply staff, trainee teachers, volunteers or contractors, that does not meet the harm threshold; this should still be reported and will dealt with as a low-level concerns. Depending on the nature of the concern this may be a capability or disciplinary matter.

The harm threshold as defined in Working Together to Safeguard Children 2026 details the requirement to refer any concern or allegation about anyone working with children (whether paid or voluntary) who may have:

- Behaved in a way that has harmed a child or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she 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.

Any concern or allegation that may meet the harm threshold must be referred to the Local Authority Designated Officer (LADO).

Information Sharing

Frank Wise School recognises that all matters relating to safeguarding are confidential.

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

All staff will be given appropriate training to understand the purpose of information sharing to safeguard and promote children's welfare.

Information sharing decisions will be timely, necessary and proportionate, taking account of the nature and level of risk to the child. Staff will not allow concerns about confidentiality or data protection to impact safeguarding action where a child may be at risk of abuse, neglect, exploitation or harm.

Our staff will not assume that another professional will share information or take action to safeguard a child. Where staff remain concerned that appropriate action has not been taken, they will continue to escalate concerns through the DSL and, where necessary, in accordance with the OSCP Escalation and Resolving Professional Concerns and Disagreement Policy.

Multi-agency Working

Frank Wise School recognises safeguarding as a shared, multi-agency responsibility and contributes actively, respectfully and constructively to joint decision-making, information sharing and coordinated plans to support children and families.

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

We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's 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 complete required actions within agreed timescales.

Where disagreements arise between professionals or agencies, these will be managed respectfully and escalated in line with local safeguarding partnership procedures. Our school recognises the importance of constructive challenge to ensure that children receive the right help at the right time.

Safer Recruitment (Please read in conjunction with the Safer Recruitment policy.)

Frank Wise School recognises that safeguarding responsibilities do not end once recruitment checks have been completed. Safeguarding vigilance, professional conduct, supervision, training, low-level concern reporting, allegation management and ongoing suitability assessments form part of our school's safer culture.

All staff understand the requirement to disclose to the Headteacher any concern that may affect their suitability to work with children.

The Governing Body will seek assurance that safeguarding considerations are embedded throughout the employee lifecycle, including recruitment, induction, supervision, development and departure from employment.

Frank Wise School maintains an accurate Single Central Record (SCR) in line with statutory guidance. This is 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 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. (Applicable only to nursery, primary and childcare for children up to the age of 8)

Where our school is also subject to the Early Years Foundation Stage Framework (EYFS), volunteers are not permitted to begin working within settings covered by the EYFS framework until our school has received the volunteer's enhanced DBS certificate including children's barred list information.

Frank Wise 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, 2026*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

Frank Wise School will ensure that appropriate safeguarding checks are undertaken for all volunteers in accordance with Keeping Children Safe in Education 2026. Where a volunteer is undertaking regulated activity, an enhanced DBS check including children's barred list information will be obtained as required. Our school will ensure that the nature, frequency and circumstances of volunteering activity are considered when determining the checks required and that these arrangements are reviewed where a volunteer's role changes.

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

Training

All staff, including those who do not work directly with children will read and understand Part One of Keeping Children Safe in Education 2026. Staff with responsibilities relevant to Part Five and Annex A will also read and understand those sections as appropriate to their role.

All staff in Frank Wise School receive appropriate safeguarding training at induction, which is updated at least annually. All staff are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Safeguarding training promotes a culture of vigilance, professional curiosity and confidence to act. Staff are supported to understand how safeguarding concerns may present cumulatively and across different areas of a child's life.

Our Designated Safeguarding Lead (DSL) undergoes training to provide them with the knowledge and skills required to carry out their role; this training is refreshed every 2 years.

Deputy Designated Safeguarding Leads (DDSL) are trained to the same standard as the DSL and this training is refreshed every 2 years.

Safeguarding training is provided to all new staff on appointment as part of their induction process including the school's code of conduct as outlined in the *Staff Handbook*, online safety which, amongst other things, includes an understanding of the expectations and applicable roles and responsibilities in relation to filtering and monitoring. This information will be regularly updated.

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

The Governing Body will ensure that all Governors receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to assure themselves that the safeguarding arrangements are effective and support a whole school approach to safeguarding. The training should be regularly updated.

If Frank Wise School were to have staff members provided by other agencies and third parties, e.g. supply teachers and contractors, we will ensure that they have received appropriate safeguarding training commensurate with their roles.

The DSL updates school staff and volunteers on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPRs) in line with

Working Together 2026. These updates will include learning from local and national CSPRs, with a focus on what this means for Frank Wise School's safeguarding practice.

The DSL will ensure that staff and volunteers are made aware of relevant changes introduced by Keeping Children Safe in Education 2026, including prejudice-based harm, racism and faith-based prejudice, the revised definition of sexual abuse, discriminatory behaviour including racism and faith-targeted abuse as child-on-child abuse, the expectation to promote an inclusive and anti-discriminatory whole-school culture and, where relevant to their role or setting, revised requirements relating to volunteers.

The DSL will use a variety of mechanisms to provide safeguarding updates to the school community including online safety.

Monthly safeguarding and child protection updates are provided at the staff meeting and recorded for staff who do not attend. 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.

Volunteers are expected to complete the OSCP Level 1: Introduction to Safeguarding eLearning (recommended course for Volunteers) before starting their placement. [OSCP e-learning](#)

All members of staff are made aware of and given access to additional online training via the OSCP training portal. [OSCP 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
- The Staff Handbook
- The role and identity of the DSL
- Whistleblowing Policy
- Behaviour and Interpersonal Development (BID) Policy
- Health and Safety Policy
- Managing Allegations made against staff or volunteers
- Managing Allegations made against pupils
- ICT - Acceptable Use of
- Digital Safety

Whistleblowing in a Safeguarding Context *(Please read in conjunction with the Whistleblowing policy.)*

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 a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed. All staff and volunteers should feel able to raise concerns and know that they will be taken seriously by the Senior Leadership Team.

If Frank Wise School staff or volunteers identify a concern about poor or unsafe practice and potential failures in our school's safeguarding provision this should be reported to the Headteachers. If the concern is about the Headteacher, this should be reported to the Chair of Governors.

If staff are concerned with the action or inaction through internal reporting procedures, then staff should refer to the Whistleblowing policy and may 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

Site Security

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

Frank Wise 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.

Our school recognises the risk of camera-enabled wearable devices including glasses and is alert to the privacy, safeguarding and data protection implications for our school community with procedural guidance detailed in acceptable use of IT, visitor arrangements and codes of conduct.

Quality Assurance

Frank Wise School will ensure that systems are in place to monitor the effectiveness of safeguarding arrangements, including the quality of decision-making, record keeping, multi-agency working and the impact of actions taken to safeguard children.

Frank Wise School's senior leaders 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

This policy will be reviewed every academic year or in accordance with statutory guidance updates. All other linked policies will be reviewed in line with their policy review cycle.

The DSL will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.

Related Safeguarding Policies

This policy should be read in conjunction with:

- Attendance policy
- Behaviour and Interpersonal Development (BID) policy
- Anti-Bullying policy
- Data Protection and Privacy Notices
- Digital Safety policy
- Equality policy
- Health and Safety policy
- ICT Acceptable Use of (incl App)
- Managing allegations against pupils
- Managing allegations against staff & volunteers
- Missing Pupils
- Peer-on-peer abuse
- Physical Intervention (incl App)
- Sex & Relationship Education
- Staff Handbook (incl, staff conduct)
- Whistleblowing

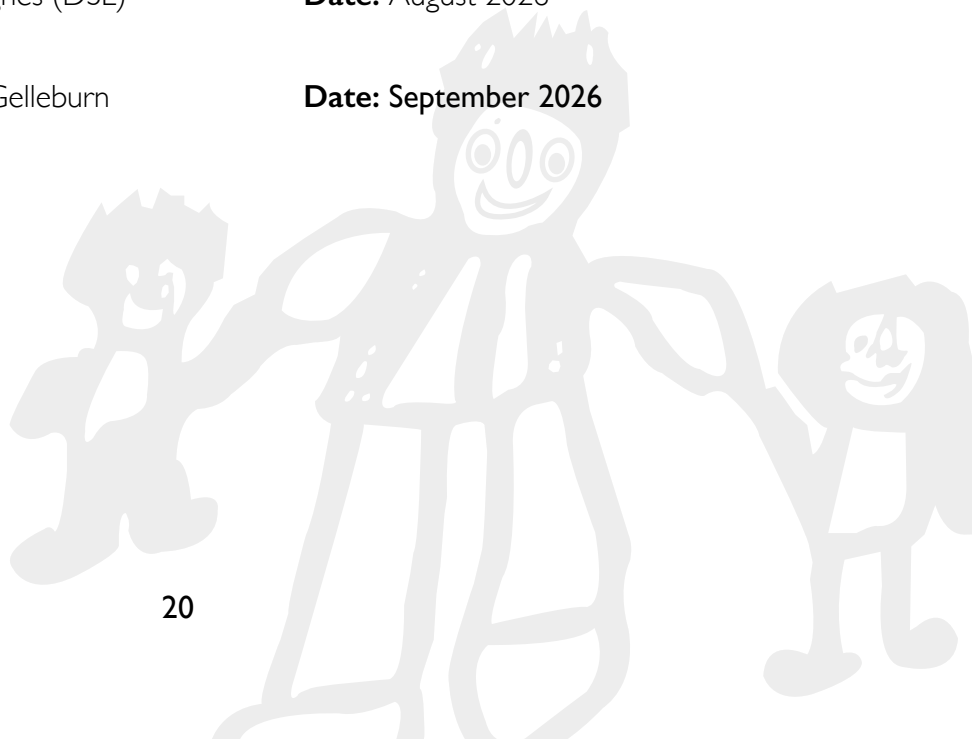
Reviewed by: Lara Hughes (DSL)

Date: August 2026

Approved by

Safeguarding Governor: Shirley Gelleburn

Date: September 2026



Appendix I: 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.
- Refer to the Oxfordshire Threshold of needs to assist with decision making - [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 detailed, accurate, secure online records of all safeguarding and welfare concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.
- 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.
- Frank Wise 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., OSCP threshold 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, susceptible to exploitation, radicalisation and subject to seeing, listening or hearing 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 and Interpersonal Development (BID) 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

Raising awareness:

The DSL should:

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, and that training is regularly updated and at least annually.
- Ensure the school's Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the Child Protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children and young people who have or have had a social worker are experiencing with teachers and school leadership staff.
- Encourage a culture of listening to children and young people; taking account of their wishes and feelings in any action the school takes to protect them

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 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.
- **Early help** is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children rather than reacting later. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.
- **Safeguarding and Promoting the Welfare of Children** is defined as:
 - providing help and support to meet the needs of children as soon as problems emerge
 - protecting children from maltreatment, whether that is within or outside the home, including online
 - preventing impairment of children's mental and physical health or development
 - ensuring that children and young people grow up in circumstances consistent with the provision of safe and effective care
 - promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
 - taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.
- **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 staff should be particularly alert to the potential need for early help for a child who:
 - is disabled or has certain health conditions and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- 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 or county lines
- is frequently absent from education, missing/goes missing from home, or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

[Early Help and the Locality and Community Support Service \(LCSS\)](#)

Appendix 3: 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. See the *Reception Notice for guidance on "How to make a referral"*.

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 4: Supporting Pupils and Staff

Supporting Pupils

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.