



Rye St Antony School
O X F O R D

7a CHILD PROTECTION AND SAFEGUARDING POLICY

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RYE ST ANTONY, OXFORD

CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer (LADO) and Education Safeguarding Advisory Team (ESAT) Manager	Alison Beasley Direct number: 01865 815956 Team number: 01865 810603 Email: alison.beasley@oxfordshire.gov.uk Team email: lado.safeguardingchildren@oxfordshire.gov.uk Secure email: lado.safeguarding@oxfordshire.gcsx.gov.uk Also lead 'Prevent' Officer
Education Safeguarding Advisory Team at Oxfordshire Safeguarding Children Board	Telephone: 01865 815843 Website: www.oscb.org.uk Email: oscb@oxfordshire.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM Telephone: 0800 833 408 Access website for local procedure concerning all aspects of safeguarding, including 'Prevent'
Locality and Community Support Service (LCSS)	LCSS Central : 0345 241 2705
Anti-Bullying Coordinator	Clare Pike Email: clare.pike@oxfordshire.gov.uk Telephone: 01865 815639
Multi-Agency Safeguarding Hub (MASH)	Telephone: 0345 050 7666 Email: mash-childrens@oxfordshire.gcsx.gov.uk
Police Child Abuse Investigation Unit Police Enquiry Centre Sexual Exploitation	Telephone: 01865 335200 Telephone:101(non-emergency Police telephone number) Telephone: 01865 309196
Support and Advice about Extremism	Police Emergency telephone: 999 Non-emergency telephone: 101 Email: preventreferrals@thamesvalley.pnn.police.uk Anti-Terrorist Hotline: 0800 789 321 Prevent/Channel Referral: Telephone: 0345 050 7666 (MASH)

Department for Education	Non-emergency number: 0207 340 7264 Email: counter.extremism@education.gsi.gov.uk
NSPCC Whistleblowing Advice Line	Address: Weston House, 42 Curtain Road, London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.org.uk
Safeguarding Helpline	Telephone: 0800 800 5000
Disclosure and Barring Service	Address: PO Box 181, Darlington, DL1 9FA Telephone: 01325 953795 Email: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH Telephone: 0207 593 5393 Email: misconduct.teacher@education.gov.uk
Department for Education	Non-emergency advice for staff and governors Telephone: 0207 3407 264
CEOP	www.thinkyouknow.co.uk
Details for affiliated professional bodies	<p>Independent Schools Inspectorate (ISI) Telephone: 0207 600 0100 Email: concerns@isi.net</p> <p>Boarding Schools' Association (BSA) Telephone: 0207 798 1580</p> <p>Girls' Schools Association (GSA) Telephone: 0116 254 1619 Email: office@gsa.uk.com</p> <p>The Independent Association of Prep Schools (IAPS) Telephone: 01926 887833 Email: iaps@iaps.uk</p>

KEY SCHOOL CONTACT DETAILS

<p>Governors</p>	<p>Chair of Governors Shuna McGregor c/o Teresa Hudson, Clerk to the Governors Telephone: 01865 762802 Email: thudson@ryestantony.co.uk</p> <p>Nominated Safeguarding Governor Sue Hampshire c/o Teresa Hudson, Clerk to the Governors Telephone: 01865 762802 Email: thudson@ryestantony.co.uk</p>
<p>Designated Safeguarding Lead (DSL)</p> <p>Deputy Designed Safeguarding Leads (DDSL) and extended team</p> <p>Designated Safeguarding Leads for Early Years</p>	<p>DSL Jo Creber - Deputy Head Pastoral Telephone direct line: 01865 229203 Telephone: 01865 762802 School Mobile: 07990 069657 Email: jcreber@ryestantony.co.uk</p> <p>Anna Mancari-Rees – Deputy Head Academic Email: amancarirees@ryestantony.co.uk</p> <p>Kerry Meyer – Pastoral Lead for the Prep School Mobile: 07990 069699 Email: kmeyer@ryestantony.co.uk (maternity leave 2021-22)</p> <p>Alex Prockter – Pastoral Lead for the Prep School (Maternity Cover) Email : aprockter@ryestantony.co.uk</p> <p>Joanne Croft Email: head@ryestantony.co.uk</p> <p>Alice Compton Email: acompton@ryestantony.co.uk</p> <p>Celia Peck (Boarding) Email: cpeck@ryestantony.co.uk</p> <p>Lauren Hichens (Boarding) Email: lhichens@ryestantony.co.uk</p> <p>Rebecca Spedding Email: rspedding@ryestantony.co.uk or nurse@ryestantony.co.uk</p> <p>Jannicke Stevens Email: jstevens@ryestantony.co.uk</p> <p>Sean Willis Email: swillis@ryestantony.co.uk</p> <p>DSL (Early Years) Andrea Strauther Telephone direct line: 01865 229215 Telephone: 01865 762802 Email: astrauther@ryestantony.co.uk</p>

Designated Teacher for Looked After Children	Celia Peck Telephone: 01865 762802 Email: cpeck@ryestantony.co.uk
Head	Joanne Croft Telephone: 01865 762802 Email: head@ryestantony.co.uk

POLICY STATEMENT

Rye St Antony is committed to safeguarding young people and promoting the welfare of all those in its care. This policy applies to the whole school community, which includes the boarding and the EYFS settings. This policy is reviewed and updated annually and is available on our website as well as in the *Parent and Pupil* and *Staff* handbooks. Safeguarding the pupils and staff in the School is also part of the School's policies on Pupil supervision, Behaviour management, Exclusion and Staff Code of Conduct. The safety and well-being of every pupil at Rye St Antony is of vital importance. The School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all children in its care. The best interests of each and every pupil are paramount in order to enable them to have the best outcomes.

Safeguarding and promoting the welfare of children is the responsibility of every adult at the School. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to. We always maintain an attitude of 'it could happen here' where safeguarding is concerned and our procedures help us to identify young people who are suffering, or who are at risk of suffering, harm or abuse. We offer early help and support, and make appropriate referrals with the aim of keeping children safe at school, at home and in their communities.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care. Specific guidance is available to staff within the procedure documents.

This policy statement and the related policies are based on model policies recommended by the several independent schools associations and prepared for the Independent Schools' Bursars Association.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2020 ('KCSIE'))
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (2018 and the update of 2019)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)

This policy also takes into account the procedures and practice of Oxfordshire County Council as part of the interagency safeguarding procedures set up by the Oxfordshire Local Safeguarding Children Board's Education Safeguarding Advisory Board (ESAT), as well as the requirements of the Independent Schools Inspectorate (ISI). The school furthermore adheres to the Boarding Schools' Association (BSA) *Commitment to Care Charter 2017*. In the event that a pupil comes from out of county, School will contact the relevant local authority. For boarders resident overseas, contact will be through Oxfordshire.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School recognises that all matters relating to child protection and safeguarding are confidential. The DSL and team will only disclose personal information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must also be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being or that of another pupil.

The School has arrangements for listening to children and providing early help. This is done in consultation with the LCSS and other appropriate agencies.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

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

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect

Staff are referred to KCSIE 2020 and Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse. Staff should also be aware of the need to consider the context of any safeguarding concerns.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. Staff should record any concerns using MyConcern. If they are unable to do so a written record should be submitted to the DSL using the *Record of Concern* form. This will be uploaded to MyConcern. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or one of the extended safeguarding team.

Where there is a safeguarding concern, the School will take into account the pupil's wishes and feelings when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School will always engage with the pupil at all stages of the process and operates its processes with the best interests of the pupil as its key priority.

Staff should refer to Appendix 2 'How to deal with a disclosure' for further guidance.

Early Help

Any child may benefit from early help but all 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 or not 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 misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

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

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with OSCB's referral threshold

document and in consultation with the LCSS. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral, ideally in consultation with the DSL. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Oxfordshire. A full copy of their local procedures can be found at www.oscb.org.uk.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care or through ISI (concerns@isi.net).

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and the governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation (FGM)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. This is a mandatory duty. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are noted in our *7g Children missing from education and missing pupil policy* which should be referred to when searching for, and if necessary, reporting any pupil missing from education. Further detail can also be found at Appendix 1 of this policy. More than one emergency contact number is held by School.

The School will report to Oxfordshire Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) in the Education Safeguarding Advisory Team (ESAT) at Oxfordshire Safeguarding Children Board (OSCB).

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in our *Whistleblowing Policy*. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. Peer-on-peer abuse is abuse by one or more pupils against another pupil. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. A welfare plan will be put in place which would be agreed by the DSL, DDSL or a member of the extended safeguarding team in consultation with relevant departments such as the School Counsellor, the School Nurse and Boarding Staff.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. The School takes the following steps to minimise the risk of peer-on-peer abuse:

- High level of supervision
- Small class sizes and detailed individual knowledge of pupils and families
- The School encourages an open and tolerant environment, where pupils or teachers can report their concerns.
- Tutor respond promptly to any such reports and offer support to all concerned
- PSHEE programme contains material aimed at promoting tolerance, and kindness, and informing pupils how to respond to unkind incidents. Sessions are delivered around cyberbullying and appropriate use of ICT and social media in PSHEE and ICT lessons.
- The school planner details definitions and consequences of bullying and summarises school rules on behaviour and use of ICT.
- Boarding pupils assigned staff mentors
- Robust and well-used system for reporting issues with prompt action taken and recorded

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Oxfordshire's ESAT on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Oxfordshire's ESAT, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Oxfordshire's ESAT, the OCSB and/or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to children's social care and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The School will deal with sexting as a potential case of abuse or bullying.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the DSL and appropriate pastoral staff, including Form Tutors and support from external agencies will be sought, as appropriate. In school we will adopt appropriate measures to keep victims apart from the perpetrator and we will devise a welfare or support plan. The perpetrator will also be supported with a welfare plan. Either or both parties may be supported by counselling, if appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

MANAGEMENT OF PEER ON PEER ABUSE

Any disclosure or incident or peer on peer abuse including harassment or sexual violence should be passed to the DSL immediately. The incident should not be investigated at this time, but a referral made to MASH to discuss the case. If the allegation indicates that a potential crime has taken place the MASH will refer the case to the police. Parents of both the alleged victim and the alleged perpetrator should be informed, this should be discussed during the consultation with the MASH. A risk assessment will be considered at this time to protect all parties involved. Police and social care will lead any investigation, however where neither police nor social care thresholds are met, the School will undertake a thorough investigation following school policies and procedures.

In some circumstances, the parent or alleged victims will report directly to other agencies. In such cases, these agencies should make referrals to the MASH or the police who should liaise directly with the DSL for the school

to inform them of the situation or liaise with a member of the LADO and ESAT who will contact the DSL with the information.

The involvement of all professionals can support with the risk assessment and management of such allegations.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Oxfordshire Local Child Safeguarding Board arrangements and applies when staff (including volunteers) have (or are alleged to 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 or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

- 1 All safeguarding concerns and allegations concerning staff, volunteers or governors which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. Where the Head is absent the DSL can act in her place. This guidance applies equally to supply staff. Where the Head is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
- 2 The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
- 3 The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course of action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

- 4 The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
- 5 Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
- 6 The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
- 7 The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- 8 On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines indicate it appropriate to do so.

STAFF CODE OF CONDUCT

The School's *Staff Code of Conduct* can be found in the Staff Handbook and on the School Intranet. The aim of the *Staff Code of Conduct* is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment policies.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Visiting Speakers Policy.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Jo Creber, the Acting Deputy Head Pastoral and she is supported by Anna Mancari-Rees as DDSL and an extended safeguarding team. In the absence of the DSL, reports should be made to the DDSL. This ensures there is the required cover for the role at all times. The following members of staff all have level 3 training to support the wider work of safeguarding and are part of the safeguarding team:

- Andrea Strauther – Nursery Manager
- Joanne Croft –Head
- Anna Mancari-Rees –Deputy Head Academic
- Kerry Meyer – Pastoral Lead for Prep School
- Alex Prockter – Pastoral Lead for the Prep School (maternity cover 2021-22)
- Celia Peck –Housemistress in charge of The Cottage and designated teacher for Looked After Children
- Lauren Hichens, Senior Housemistress
- Rebecca Spedding – School Nurse and Senior Housemistress
- Jannicke Stevens – teacher in charge of PSHEE
- Sean Willis – Head of RE
- Alice Compton – teacher of History

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School, including online safety. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services. The DSL, her deputy and the extended safeguarding team should liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children*. *NSPCC- When to call the police* will be used to help the DSL understand when they should consider calling the police and what to expect when they do.

The DSL or the DDSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns.

For out of hours/out of term activities, the School's arrangements are for staff to make contact with the DSL by phone.

Full details of the DSL's role can be found in Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training are in line with advice from OSCB. This is updated annually, and all staff receive refresher training including management of concerns, identifying abuse, managing online or peer on peer abuse, sexual violence and harassment. Please see the training slides issued by OSCB which are used for all current and new staff for further information.

All Staff

Before joining the School, all new members of staff (including peripatetic musicians, sports coaches and non-teaching staff) are asked to complete two online modules concerning safeguarding responsibilities:

- *Awareness of Child Abuse and Neglect – core version* (Oxfordshire Safeguarding Children Board online generalist training)
- Home Office e-learning training on Prevent Duty

All new staff will be provided with induction training that includes:

- the child protection policy
- the role and identity of the DSL, DDSL and extended safeguarding team
- the behaviour policy
- the staff Code of Conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education;
- a copy of Part one of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*. Copies of the above documents are provided to all staff during induction.

Temporary staff, Governors and volunteers who help with activities that bring them into contact with children are provided with the same documentation and training. The only adults who work in School or visit the School who are exempted from this requirement are:

- occasional visitors, for example, visiting speakers and contractors, who sign in and are given security badges (by one of our School Office staff or Bursary staff), and who are escorted throughout their visit
- contractors working on a designated site that is physically separated from the rest of the School, who are required to sign in and out at their site office and to wear security badge at all times
- contractors working during the school holidays

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff would be made aware at Staff Briefing and an email circulated or with a paper copy.
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding through regular annual updates.
- Receive training in safeguarding and child protection regularly, in line with advice from the OSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and

confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, staff meetings and *MyConcern*.

Generalist refresher training for all staff is held at three-yearly intervals, and all staff, governors and volunteers receive regular formal and informal updates through emails, in staff briefings and an annual update from the DSL at the start of the Michaelmas Term.

DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping, online safety and promoting a culture of listening to children, training in OSCB's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL team is trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Sue Hampshire is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. She is a member of the governing body.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The safeguarding policy is signed off by either the Link Governor or Chair of Governors. The School completes the Oxfordshire School's Annual Safeguarding Report which is discussed at a full Governors' meeting. The School also completes the Self-Assessment for Early Years and Childcare Settings. The School draws on the expertise of staff, including the extended safeguarding team, in shaping the School's safeguarding arrangements and policies. In addition, the DSL presents a termly Safeguarding report to Governors.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum, PSHE and through Relationships Education (for all Prep pupils) and Relationships and Sex Education (for all secondary pupils) which is compulsory from September 2020 to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE and relationships and sex education (RSE).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School uses the Smoothwall internet filtering system for this purpose. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's E-Safety Policy and IT Acceptable Use Policy which also include details on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Celia Peck is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School keeps a formal register of Visiting Speakers held by the HR Manager.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

The School does not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they are 'disqualified' or 'disqualified by association' (see 18a Recruitment policy).

There are effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

The School keeps a record of those staff who are employed to work in or manage relevant childcare and records the date on which disqualification checks were completed on the Single Central Register. The School is committed to safeguarding all its pupils and staff and consequently the School will inform Ofsted of allegations against people living or working at the School, or of any other abuse alleged to have taken place on the premises, as soon as possible and within 14 days at latest.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use and Data Protection policies. The School's Safeguarding policy (Use of ICT, Mobile Phones and Electronic Devices and Taking, Storing and Using Images of Children) also sets out the use of mobile phones and cameras in school. Staff are not permitted to use their personal mobile devices or cameras in school other than for the online registration of pupils in Years 6 to 13, access to work email and iSAMS applications. Staff who wish

to use their personal mobile devices or cameras in school for any other reason must first seek permission from the Head. Staff must not use their personal mobile devices or cameras at any time when EYFS pupils are present in school or on trips. Staff may use school iPads for taking images of EYFS pupils. Staff who act in breach of this may be subject to disciplinary action. The use of digital devices including mobile phones by Parents is not permitted around the EYFS setting.

DSLs for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the EYFS setting is Andrea Strauther, Head of Nursery. Her contact details can be found on the Key Contacts page at the start of this policy.

Confidentiality

The School recognises that all matters relating to child protection and safeguarding are confidential. The DSL and team will only disclose personal information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must also be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being or that of another pupil.

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

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

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children. Signs of abuse can vary from the emotional withdrawal of a child, injuries within the triangle of safety, to inappropriate behaviour towards peers or members of staff. All staff are trained to identify unusual behaviour in a child and to report this to the DSL.

Common Signs of Abuse

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

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. This includes honour-based violence (HBV) such as female genital mutilation (FGM) (see additional paragraph below). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. 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. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

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

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

Homelessness: or being at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

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 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. Neglect can be a lot of different things, which can make it hard to spot. There are four particular strands of neglect which include educational and medical neglect and financial and domestic abuse. Signs of neglect can include failure of a child to thrive, dirty and unkempt condition, unrelated medical problems, dry, sparse hair, red/purple mottled skin, particularly on the hands and feet, seen in the winter due to the cold, swollen limbs that have sores and are slow to heat. Children suffering from neglect may demonstrate low self-esteem, inadequate social skills and poor socialisation, frequent lateness or non-attendance at school, abnormal voracious appetite, self-harming behaviour, constant tiredness or disturbed peer relationships.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, gender-based violence, sexting, upskirting, serious violence and initiation/hazing type violence and rituals. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; child drug exploitation, contextual safeguarding; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt

to make a diagnosis of a mental health problem, Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the DSL or a deputy.

Schools should be mindful that some groups of children are more vulnerable to mental health difficulties than others. These include, but are not limited to, looked after children, children with learning difficulties, children on the autism spectrum and children from disadvantaged backgrounds.

Indicating factors may include:

- Confused thinking.
- Prolonged depression (sadness or irritability)
- Feelings of extreme highs and lows.
- Excessive fears, worries and anxieties.
- Social withdrawal.
- Dramatic changes in eating or sleeping habits.
- Strong feelings of anger.
- Strange thoughts (delusions)

School should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. There is lots of early help provision within school, including referral to our School Counsellor and all concerns about a pupil's mental health or wellbeing should be reported to the DSL, who will take necessary action.

Child criminal exploitation (CCE) (county lines): this criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation (CSE): is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;

- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So called 'honour based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

FGM: comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There is a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation and Terrorism: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. 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 in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Serious Violence: Children may be at risk from or involved with serious violent crime. Signs of this may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Upskirting: The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It can take place in a range of places including schools, public transport and leisure centres etc. The law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. Anyone and any gender can be a victim and this behaviour is completely unacceptable. Perpetrators will face two years in prison and can be placed on the sex offenders register.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's *policy, 7g Children missing from education and missing pupil policy*. All unexplained absences will be followed up in accordance with this policy..

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) 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 and would maintain regular liaison with the local authority until the situation was resolved.

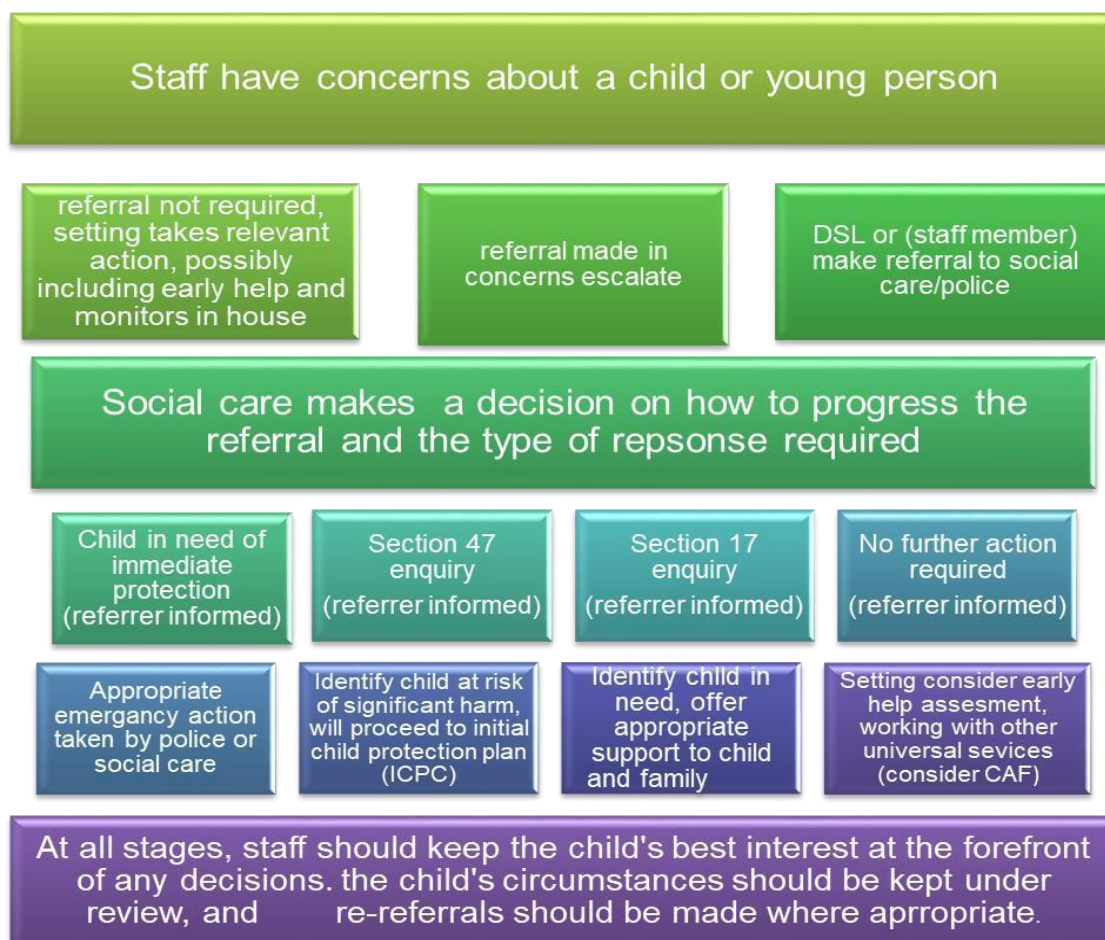
Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.



APPENDIX 2 – DISCLOSURE: HOW TO RESPOND IF A CHILD CONFIDES ABUSE TO YOU

If a child or young person tells you that they are being abused, it is important that you know how to respond. Here are the universal principles regardless of the age of the child.

- It is important you
- Stay calm and be patient.
- Find a quiet place where your conversation will not be interrupted. Keep in mind your organisation’s guidelines about being alone with a child or young person.
- Be welcoming, even if the time isn’t convenient for you. It may have taken a great deal of courage for them to approach you and they may not do so again.
- Try to make the child or young person feel safe and secure. Reassure them that they have done nothing wrong in telling you.
- Listen carefully and take it seriously.
- Ask questions for clarification only.
- Explain what you will do with the information and what will happen next.
- Write down what you have been told as soon as possible. It should be dated, timed and signed. It should then be given to the designated safeguarding lead immediately.

It is important you do not:

- promise confidentiality
- ask leading questions
- look panicked, shocked or angry
- make the child or young person repeat their story
- interrupt
- give an opinion
- inform parents until you have had a discussion with your safeguarding lead
- make any comments about the abuser or try to guess who they are.

If emergency help is required, do not delay getting it. If a child asks for confidentiality and they are told this cannot be guaranteed, and as a result they refuse to say anything further, make an immediate report to the organisation’s designated safeguarding lead.

Starting difficult conversations

Recognise that children and young people who are being abused or neglected may find it difficult to tell someone for the first time because:

- They may have feelings of confusion, shame, guilt or worry about being stigmatised.
- They may not recognise their experience as abusive or neglectful. For example, a girl thinks her boyfriend’s treatment of her is not abusive behaviour.
- They may be being coerced by (or may be attached to) the person or people abusing or neglecting them.
- They may fear the consequences of telling someone. They may worry that no one will believe them, the abuse or neglect might get worse, their family will be split up or excluded by their community, or they will go into care.

Communicate with the child in a way that is appropriate to their age and ability, preferred communication method (for example, Makaton or sign language) and ability to understand English. If you have safeguarding concerns, then you must not get a relative or family friend to translate.

You may find the following phrases helpful to start a conversation or encourage the young person to talk honestly with you.

“I’m concerned about you. Is everything OK?”

“May I have a word with you? You seem to be... Is there anything I can do to help?”

After your discussion you may find that:

the young person is just going through a difficult time temporarily, or there is a problem (other than abuse) which you can offer your support for or guide them towards other appropriate sources of help.

If, however, your concerns are correct, and they do disclose abuse to you, listen and respond in the manner we have already covered.

It is important your approach should always be child-centred. Caring, considerate adults who take the time to really listen to children and understand the subtleties of what is being said can provide an opportunity for children to 'open up' and get help.

Open questions

Sometimes it may not be clear a child is making a disclosure; it is therefore okay to ask open questions. Using open questions with the words what, when, who, how, where may help to clarify your understanding and what you need to do. Always remember you are not to investigate and questions are only used for clarification.

Question you may ask:

- That's a nasty bruise, when did you do that?
- How did that happen?
- Where were you when you did it? Who were you with? What did the person do?
- Have you told anybody else about this? What did the person say?
- You seem to be upset and that's not like you. Is there anything worrying you?

Remember question should not be used to investigate, but to clarify information only.

Making notes

The more specific your notes, the more useful they will be in forming a well-rounded picture for child protection professionals to act on. They have busy workloads and it is their role to determine next actions. When they receive a report containing ambiguous, vague information, it makes their role extremely difficult.

For example

Instead of "Nicola was wearing inappropriate clothes for the weather."

Say exactly what you see, hear or know:

"It was minus five degrees outside with a hard frost and Nicola was wearing a summer dress and open-toed sandals without socks or tights."

For example

Instead of "Omar is looking quite thin and he sometimes steals from other children's lunchboxes."

Say exactly what you see, hear or know:

"Omar looks very underweight for his age and stage of development. In the last two weeks, he has taken food from other children's lunchboxes on seven occasions."

For example

Instead of "The mother gave an implausible account of how John had come to have so many bruises."

Say exactly what you see, hear or know:

"John's mother said she wasn't aware of the multi-coloured bruises on John's arms and legs and that she thought he must have fallen over."