

# Child Protection and Safeguarding Policy

(in line with Keeping Children Safe  
in Education 2018)

DIDCOT GIRLS' SCHOOL

Approved by the Trust Board: 09 October 2018

Review date: October 2019

**The policy must be reviewed and updated at least every 12 months.  
Didcot Girls' School recognises its responsibility for safeguarding and child protection.**

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## PART 1

### 1. Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- “Keeping Children Safe in Education” September 2018
- “Working Together to Safeguard Children” 2015
- “Framework for the Assessment of Children in Need and their Families” 2000
- “What to do if you are worried a Child is being Abused” 2015
- Oxfordshire Safeguarding Children Board guidelines

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

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

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, governors and volunteers working in our school.

This policy has been written in line with Keeping Children Safe in Education 2018 - All staff will sign to confirm they have read and understood this policy.

### 2. Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the [Children Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those children who have been identified as suffering, or being at risk of suffering harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **DSL:** Designated Safeguarding Lead/**DDSL:** Deputy Designated Safeguarding Lead

### 3. Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding children

### 4. The role of school and college staff

Our School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- All our school and college staff have a responsibility to provide a safe environment in which children can learn.
- Our school/college has a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead who will provide support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- All our staff will be equipped to identify children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, and understand they may be required to support other agencies and professionals in assessments for early help.
- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

### 5. What school and college staff need to know

- All our staff members are aware of the systems within our school/college which support safeguarding, these are explained to them as part of their induction and include:
  - This Child Protection and Safeguarding Policy
  - The Staff Code of Conduct (sometimes called Staff Behaviour Policy)
  - The Behaviour Policy
  - The Role of the Designated Lead
  - Keeping Children Safe in Education Part 1 (2018)
  - Whistleblowing Policy
  - Managing Allegations about Staff or Volunteers
  - What to do if they have a concern about a child
- **All** staff members receive appropriate safeguarding and child protection training which is updated at least every 3 years. In addition to this training **all** staff members receive safeguarding and child protection updates, when required but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively.
- **All** staff are made aware of the early help process and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment.

- **All** staff are aware of the process for making child protection referrals to Social Care and statutory assessments that may follow, under the Children Act 1989, they also understand the role that may have to play in such assessments.
- **All** staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the Designated Safeguarding Lead and other relevant professionals.
- Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child.

## 6. What school and college staff should look out for

- **All** school and college staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see part 2 of this policy for the definitions)
- Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>
- Staff members at our school are advised to maintain an attitude at all times of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests of the child**.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

## 7. What school and college staff should do if they have concerns about a child

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the DSL / DDSL to agree a course of action, although any staff member can make a referral to children’s Social Care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Oxfordshire Safeguarding Children Board. <http://www.oscb.org.uk/>
- If anyone other than the Designated Safeguarding Lead makes the referral they should inform the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead, as soon as possible.
- If after a referral the child’s situation does not appear to be improving the DSL / DDSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.
- If early help is appropriate the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the DSL/DDSL must report this to the police.

## **8. What schools and college staff should do if a child in in danger or at risk of harm**

**If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.**

Anyone can make a referral. Where referrals are not made by the DSL, the DSL and DDSL should be informed, as soon as possible, that a referral has been made.

## **9. What school and college staff should do if they have concerns about another staff member**

If our staff members have concerns about **another staff member** then this must be referred to the Headteacher.

Where there are concerns about **the Headteacher**, this should be referred to the Chair of Governors.

Staff may consider discussing any concerns with the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead and make any referral via them.

## **10. What school and college staff should do if they have concerns about safeguarding practices within the school or college**

- All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team.
- Appropriate Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's Senior Leadership Team.
- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other Whistleblowing channels are open to them:
  - General guidance can be found at - Advice on Whistleblowing
  - The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **PART 2**

### **11. Key personnel at our school:**

The **Designated Senior Person** for child protection in this school is:

Mr William Manning – Deputy Headteacher (Standards & Culture)

**Contact details: Main Number -01235 812092**

[wmanning@didcotgirls.oxon.sch.uk](mailto:wmanning@didcotgirls.oxon.sch.uk)

The **Deputy Designated Person** in this school is:

Tina Vidovic – Safeguarding Officer

**Contact details:**

[tvidovic@didcotgirls.oxon.sch.uk](mailto:tvidovic@didcotgirls.oxon.sch.uk)

The **nominated child protection governor** for this school is:

Mr Nigel Cribb

Contact details: [governors@didcotgirls.oxon.sch.uk](mailto:governors@didcotgirls.oxon.sch.uk)

**The Headteacher is:**

Mr Tom Goodenough

Contact details:

[tgoodenough@didcotgirls.oxon.sch.uk](mailto:tgoodenough@didcotgirls.oxon.sch.uk)

Mrs Rachael Warwick – Executive Headteacher

Contact details

[rwarwick@didcotgirrls.oxon.sch.uk](mailto:rwarwick@didcotgirrls.oxon.sch.uk)

## **12. Roles and responsibilities**

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school ensures that the designated safeguarding lead or a deputy will be on site at all times that the school is functioning.

### **The Governing Body**

The Governing Body of Didcot Girls' School undertake the regular review of safeguarding related policies and procedures that operate in our school. The governing Body have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements

#### **Our Governing body ensure that:**

- A DSL for safeguarding and child protection who is a member of the Senior Leadership Team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training
- Child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- Procedures for dealing with allegations of abuse made against members of staff, including allegations made against the Headteacher
- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance
- A training strategy that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals
- Regular update sessions for staff regarding safeguarding. Keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the setting
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.
- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

#### **The Headteacher:**

- Ensures that the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff
- Allocates sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures
- Ensures that child's safety and welfare is addressed through the curriculum.

## **The school has ensured that the DSL:**

- is appropriately trained.
- acts as a source of support and expertise to the school community
- has an understanding of OSCB procedures.
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file.
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure.
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed
- attends and/or contributes to child protection conferences in accordance with local procedure and guidance
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the Child Protection Policy is updated annually
- liaises with the nominated governor and Headteacher (where the role is not carried out by the head teacher) as appropriate
- keeps a record of staff attendance at child protection training
- provides an annual Safeguarding Report to governors which is sent to the LADO / Safeguarding team at County Hall no later than the December of the academic year, following the academic year to which the report applies.
- makes this policy available to parents.

## **Deputy DSL(s)**

Is appropriately trained and, in the absence of the Designated Safeguarding Lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the Designated person, the deputy will assume all of the functions above.

## **All staff will:**

Follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk)).

We will therefore:

- Implement and follow part 1 of this guidance
- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.
- Support the child's development in ways that will 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.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.

- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- See guidance on record keeping:
- [http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour\\_attendance/safeguarding\\_child\\_protection/Keeping\\_Child\\_Protection\\_Records.doc](http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc)

### **13. Supporting Children**

- We recognise that a child who is abused, 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 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.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Carrying out no name consultations with the LCSS (Locality Community Support Service) where appropriate
- Carrying out EHA's (Early Help Assessments) where appropriate to identify what support can be put in place for the child and family
- Notifying Social Care as soon as there is a significant concern.
- Notifying Social Care when a child/young person attending our setting 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.

### **14. Confidentiality**

- We recognise that all matters relating to child protection are confidential.
- The Designated Person / Deputy Designated Safeguarding Lead will disclose personal information about a child or young person to other members of staff on a need to know basis only.
- However, 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 be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point.
- We will take no names consultations with our LCSS/Local Assessment Teams/MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

## 15. 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, and/or a representative of a professional body or trade union, as appropriate.
- In consultation with all staff, we have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.
- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

## 16. Allegations against staff

- All staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the most senior member of staff available.
- The Line Manager on all such occasions will discuss the content of the allegation with the Designated Officer's team for the Local Authority (LADO), **before taking any action.** In our county the named Designated Officer is:

Alison Beasley, Designated Officer (01865 815956),

LADO team 01865 810603

[Lado.safeguardingchildren@oxfordshire.gov.uk](mailto:Lado.safeguardingchildren@oxfordshire.gov.uk)

### **Contact must be made with the Designated officer or one of the Deputy Designated Officer's before any internal investigation is commenced**

- If the allegation made to a member of staff concerns the Headteacher themselves, the person receiving the allegation will immediately inform the Chair of the Governing Body who will consult with Designated Officers team, without notifying the manger first.
- The school will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education 2018.
- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the Designated Officers Team and HR before making any decisions around suspension
- See flowchart Appendix B

## **17. Whistleblowing**

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the Designated Officers Team where necessary.
- See full details in the school's Whistleblowing Policy

## **18. Physical Intervention/Positive Handling**

- Our policy on physical intervention/positive (use of reasonable force in behaviour management policy) handling by staff is set out separately, as part of our Behaviour Policy. It complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010.
- Such events should be recorded and signed by a witness.
- We recommend that staff who are likely to need to use physical intervention should be appropriately trained.
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- See full details in our school policy

## **19. Anti-Bullying**

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our setting will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate.
- We will liaise with the anti-bullying co-ordinator from OCC where appropriate <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>
- See full details in our Anti-Bullying Policy

## **20. Health & Safety**

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.
- See full details in our Health and Safety policy

## **21. Children with Special Educational Needs**

At our setting we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

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

## 22. Types of abuse and neglect

**All school and college 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.**

- **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.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.
- **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

care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **23. Specific safeguarding issues**

- **All** staff have an awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truancing and sexting put children in danger.
- **All** staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse.
- **See Appendix A**

#### **Modern slavery**

For clarity, Modern Slavery encompasses: sexual exploitation, forced labour, criminal exploitation, domestic servitude and organ harvesting.

#### **Bullying including Cyberbullying**

<http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>

#### **Child exploitation**

Staff must be aware that children can be exploited in many forms which include: committing burglary, selling drugs, sexually, gang violence and initiations

#### **Children missing education**

<http://schools.oxfordshire.gov.uk/cms/content/pupil-tracking>

#### **Child missing from home or care**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/307867/Statutory\\_Guidance\\_-\\_Missing\\_from\\_care\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care_3_.pdf)

#### **Child sexual exploitation (CSE)**

<http://www.oscb.org.uk/themes-tools/cse/>

#### **Domestic violence**

<http://www.oscb.org.uk/themes-tools/domestic-abuse/>

#### **Drugs**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

#### **Fabricated or induced illness**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277314/Safeguarding\\_Children\\_in\\_whom\\_illness\\_is\\_fabricated\\_or\\_induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf)

**Faith abuse** [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/175437/Action\\_Plan\\_-\\_Abuse\\_linked\\_to\\_Faith\\_or\\_Belief.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf)

**Female genital mutilation (FGM)**

<http://www.oscb.org.uk/themes-tools/fgm/>

**Forced marriage and honour based violence**

<https://www.gov.uk/guidance/forced-marriage>

**Gangs and youth violence**

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

**Gender-based violence/violence against women and girls (VAWG)**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

**Hate**

<http://educateagainsthate.com/>

**Mental health**

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

**Missing children and adults strategy**

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

**Online safety**

<http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying>

**Private fostering**

<https://intranet.oxfordshire.gov.uk/cms/team-content/private-fostering>

**Preventing radicalisation**

<http://www.oscb.org.uk/themes-tools/prevent-extremism/>

**Relationship abuse**

<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>

**Sexting**

<https://www.disrespectnobody.co.uk/sexting/what-is-sexting/> and Annex A

**Trafficking**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

**24. Online safety**

At our setting our pupils increasingly work online, we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place.

## 25. Opportunities to teach safeguarding

In our setting we ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal Development and through sex and relationship education (SRE).

## 26. Allegations of abuse made against other children (peer on peer abuse)

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

See our full Managing allegations against other pupils policy

## 27. Dealing with Disclosures

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

### Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelief but take what is said seriously.

### Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

If you need to try to get more details again keep to open questions, "tell me a bit more about that"

**If you do ask questions remember to record the questions you ask as well as the responses the young person gives**

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform designated teacher, keep in contact.

### **Record**

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Record what was actually said by the student rather than your interpretation of what they are telling you, be factual at all times

Record the date, time, place and any noticeable nonverbal behaviour.

### **Report**

Report the incident to the Designated Teacher and do not tell any other adults or students what you have been told.

**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.**

## **28. Record Keeping**

The Designated Teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping\\_Child\\_Protection\\_Records.doc](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping_Child_Protection_Records.doc)

Front page chronologies should be used and be part of all individual safeguarding files.

## **29. Safer Recruitment**

The following staff and governors have completed the Safer Recruitment training:

Jane Emmott  
Tom Goodenough  
Will Manning  
Rachael Warwick  
Jill Judson  
Paul Smith

- Every selection panel will include at least one person who has completed the safer recruitment training.
- Every job advertisement and applicant information pack will include a safeguarding statement including reference to the requirement for an enhanced DBS check.

- Applicants will be required to complete an application form and all appointments will be subject to satisfactory references and enhanced DBS check.
- Every interview will be conducted by a minimum of 2 members of staff and will include questions relating to safeguarding whether or not the post involves significant contact with children.
- The details of all staff including temporary staff, volunteers and interns, will be recorded on the schools central record.
- The induction for all new staff will include information about appropriate staff conduct, safeguarding and child protection procedures.

### **30. Extended Services and transfer of control**

- The Governing body of the school controls the use of school premises during and out of school hours.
- Where out of hours activities are provided by the school the usual safeguarding policies apply and staff should be recorded on the central record in the usual way.
- Control can be transferred to another organisation (e.g. sports club or youth organisation) through a transfer of control agreement. Where a transfer of control agreement exists the Governing body will get written assurances that appropriate safeguarding procedures are in place and will require a copy of the organisation's safeguarding policy.
- The school will only work with organisations which can demonstrate that they have effective vetting procedures and appropriate safeguarding policies.
- All agreements for the use of school facilities will be in writing and will lay out clearly who holds responsibility for safeguarding and health and safety.
- NB: this applies to all bookings of school facilities whether or not a fee is paid.

### **31. Work placements and safeguarding**

- Didcot Girls' School works with the Oxfordshire Education Business partnership (OEBP) to ensure appropriate risk assessment and vetting for work placements. The OEBP guidance regarding safeguarding and details of risk assessment is available on the website at: [www.oebp.org.uk](http://www.oebp.org.uk)
- All Employers undertake a risk assessment from OEBP.
- For extended work placements or where a student is highlighted by the school as being vulnerable DBS checks are undertaken.
- The needs of vulnerable Year 10 students will be highlighted to the Work experience coordinator by the Student Managers and the HOY during Term 1.
- All students will be visited or contacted by telephone whilst on their work experience.
- Staff should report any safeguarding concerns including Health and safety concerns as soon as possible.
- For students on extended placements there will be a regular review (at least every 6 weeks) involving the employer, the student and a member of school staff.

### **32. School Visits and Safeguarding**

- Didcot Girls' school strictly adheres to the Oxfordshire Guidelines regarding safety on School visits (see Educational Visits policy for full details)
- If a student makes a disclosure on a school visit or staff become concerned that a student is at risk the usual procedures apply and the contact member of SLT should be informed.

### 33. Safeguarding - The Need for Criminal Records Bureau (DBS) Checks and to Sign into School

- **Colleagues** will be aware of the importance which is rightly placed on safeguarding by Central Government and the consequent need for the school to maintain registers of Disclosure and Barring Service (DBS) and/or associated checks carried out on employees and visitors to the school. The aim of this document is to provide some guidance to colleagues as to who will need DBS checks and who is required to sign in to the school as a visitor at Reception.
- **Employees.** Unless they have been employed by Oxfordshire County Council (OCC) since before March 2002 anybody who is (or is to be) employed by the school either on a permanent, temporary or casual basis MUST have a DBS check completed and MUST have a risk assessment completed in advance of any employment undertaken before the DBS Certificate is received back from the Bureau.

Staff who have been employed continuously (with a break of no more than 3 months) since before March 2002 need only have a 'List 99' check carried out but must have their identity verified by way of photograph identification (passport, driving licence etc) these details will be recorded in the school's Single Central Register (SCR).

- **Single or Small Group Visitors (Meetings, Contractors, private tutoring etc).**

Where an individual, regardless of their employment (School Nurse, OCC Approved Peripatetic Teacher, Private Tutor etc) visits the school and is to be left alone with a child or group of children, the host is to ensure in advance that the visitor holds a valid DBS Certificate. For many OCC 'group' employees (Welfare Service, Peripatetic Teachers, Nurses etc), these checks are carried out in advance by the SCR holder so a check can be made within the school. If there has been no confirmation of a DBS check the individual IS NOT to be left unsupervised with children. Equally, should there be no intention or need for the visitor to remain unsupervised with children there is no need for a DBS check to be requested.

- **Lettings.** It is the responsibility of groups which lease the school facilities to ensure that they have taken appropriate measures to safeguard both their members and other users of the site. The Operations Manager oversees this on behalf of the school.
- **Large Group Visitors (Parents Evenings, Open Evenings etc).** It is clearly not practicable to ensure that all such visitors to school have received the appropriate checks. It is however, incumbent on all members of school staff to remain vigilant and to ensure that wherever possible student helpers etc are not left alone with unknown adults.
- **Registering Arrival at School.** On a separate note, but linked to health and safety, all visitors to the school (less large groups of visitors as described above) must book in at the Main Reception, regardless of the duration of their visit. Unless they have an easily identifiable OCC Photo ID on display they are to collect a visitor's pass from Reception. This meets the requirements both of safeguarding (it overtly demonstrates to everybody that they are authorised visitors) and informs the school that they are on site should an emergency evacuation be necessary.

## **In Summary:**

- School staff will receive a Didcot Girls' School photo security badge once they have received a DBS (or 'List 99' as appropriate) check, and do not need to book into the school via Reception.
- **ALL** other visitors must book into the school via Reception and must display either a Didcot Girls' School Visitor's Pass (issued at Reception) or a recognised OCC Photo Identity Badge at all times.
- Only visitors for which the school has received confirmation of a valid DBS check are to be left unsupervised with Didcot Girls' School students.
- Other than on planned events such as Parents' Evenings or Open Days etc there should not be any adults on site during the school day without displaying a staff security badge, a visitor's security badge or a recognised OCC photo identity badge – all other adults should be challenged.

## **34. Didcot Sixth Form safeguarding arrangements**

Didcot Girls' School has a joint 6<sup>th</sup> Form provision (Didcot 6<sup>th</sup> Form College) with St Birinus which is a local school for boys. All of child safeguarding policies apply to students in the 6<sup>th</sup> Form.

We also have the following procedures which apply to the 6<sup>th</sup> Form

- If a 6<sup>th</sup> Form student has a child protection file and they are now based\* at St Birinus for their 6<sup>th</sup> Form studies, we will copy the file to St Birinus. This transfer will take place before the student starts their 6<sup>th</sup> Form studies and is the responsibility of the designated senior staff for the 6<sup>th</sup> Form; Paul Willett Director of Didcot Sixth form College.
- The same arrangement applies if a male student is now based at Didcot Girls' School for their 6<sup>th</sup> Form studies.
- We have agreed with St Birinus that all child protection matters in the 6<sup>th</sup> Form involving female students will be referred back to Didcot Girls' School for action. Similarly, all child protection issues relating to male students will be dealt with by St Birinus. The Designated Safeguarding Lead for the 6<sup>th</sup> Form will decide if there is a particular case where this arrangement is not appropriate.
- We have agreed with St Birinus that all child protection matters in the 6<sup>th</sup> Form involving female students will be referred back to Didcot Girls' School for action. Similarly, all child protection issues relating to male students will be dealt with by St Birinus. The designated senior staff for the 6<sup>th</sup> Form will decide if there is a particular case where this arrangement is not appropriate. #
- All 6<sup>th</sup> Form students are expected to be on site during the school day (except when they are travelling between sites or during lunch time when they are permitted to leave the school site if they wish). Students should sign in and out at the reception at any other time.
- All 6<sup>th</sup> Form students are required to carry their ID cards as a means of identification

\*based = all, or the majority, of the student's lessons are based at one school or the other



Didcot Sixth Form

### **Safeguarding statement 2018**

#### **Mr Paul Willett – Didcot Sixth Form Designated Safeguarding Lead**

All safeguarding concerns to be directed to Didcot Sixth Form Designated Safeguarding Lead (DSF DSL).

DSF DSL will liaise, as appropriate, with the Designated Safeguarding Leads (DSL) at SBS (Mrs M Tottman) or DGS (Mr Manning)

#### **Contact details:**

Mr P Willett (DSF DSL) [pwillett@st-birinus.oxon.sch.uk](mailto:pwillett@st-birinus.oxon.sch.uk)

Mr W Manning (DGS DSL) [wmanning@didcotgirls.oxon.sch.uk](mailto:wmanning@didcotgirls.oxon.sch.uk)

Mrs M Tottman (SBS DSL) [mtottman@st-birinus.oxon.sch.uk](mailto:mtottman@st-birinus.oxon.sch.uk)

In the absence of the DSF DSL, DSF safeguarding concerns may be directed to any of the following staff (all safeguarding trained), who will liaise with either SBS or DGS DSL, and notify DSF DSL at earliest opportunity.

Year 12 – Ms Charlotte Hanna (CRH)

Year 13 – Mr Eddy Anderson (EGA)

Mrs Tina Vidovic (TV - DGS)

Miss Cheryl Howells (CH - SBS)

Didcot Sixth Form follows the safeguarding policies in place for Didcot Girls' School and St Birinus School. The policies should be followed for all students regardless of age. A student who is 18+ years old, however, is deemed an adult and the DSF DSL will determine appropriate actions following any disclosure or safeguarding concern.

#### **16 – 18 year olds:**

- The DSF DSL, or nominated staff, will inform parents/carer, or first point of contact, and/or the police (as appropriate to circumstance) should the student, regardless of age, be in immediate danger to themselves or others
- If a disclosure is made and the student is under 18 years of age, the DSF DSL or nominated staff will inform parents
- If a serious disclosure is made, the DSF DSL, or nominated staff, may notify parents/carer but may also refer straight to MASH team/Police for students under 18.
- If disclosure is made by a student and there is any risk to student by parent/carer, the DSF DSL, or nominated staff, will contact MASH team/Police without notifying parents/carer
- Should there be any Police involvement, the DSF DSL, or nominated staff, will inform parents if the student is under 18 years of age.
- Should there be any Police involvement and the student is over 18 years of age, the DSF DSL, or nominated staff, will inform parents if police are involved with a school related issue but will not, as appropriate, discuss specific details with parents/carers.

- The DSF DSL, or nominated staff, will take no names consultations with our LCSS/ Local Assessment Teams/MASH team to specific concerns arising but should they then ask for a name they will disclose those details and it will become a referral.
- The DSF DSL, or nominated staff, may refer to LADO with specific concerns to seek advice about how best to respond for students aged 18 or over

Additional safeguarding measures in place for Year 12 and 13 students:

**Identifying students**

- All Sixth Form students are required to wear their ID cards as a means of identification

**Identifying students at risk**

- Meeting between DSL at SBS and DGS to take place at the start of Term 1 to share information on rising Year 12
- Incoming Year 12 from outside SBS and DGS – DSL at schools contacted at start of term and any concerns/ issues recorded and noted
- Students with CP files leaving in or at end of Year 12 or 13 to go to study at another institution, where destination is known, institution contacted and files sent to named DSL via recorded delivery. DSL also alerted by phone that file being sent. CAMHS alerted where applicable
- SEN, medical, exam access, FSM, vulnerable groups and other information available to all staff on SIMS

**Keeping students safe:**

- Guidelines for students on keeping safe on site and when travelling between sites displayed in tutor rooms and common rooms at both schools and reinforced by tutors
- All Sixth Form students are required to register daily with their tutor
- Study areas are provided at both sites. All Sixth Form students are expected to be on site during the school day (except when they are travelling between sites or during breaks when they are permitted to leave the school site if they wish). Students should sign in and out at the reception at any other time
- Medical risk assessments for physical and mental health completed for students with both temporary and permanent significant needs

**Safeguarding communication**

- Safeguarding standing agenda item for meetings between Director of DSF and HOYs
- Cascade system on 'need to know' basis to tutors and subject teachers alerting them to students where there is any safeguarding issue and details on reporting concerns and, where applicable, strategies for use with individual students
- DSF DSL to ensure on-going cases are regularly reviewed
- DSF DSL will ensure that the Headteachers of SBS and DGS are aware of any safeguarding concern with URN or named MASH referral
- Staff will be reminded of the need for professional distance to avoid potential compromise with older students following a disclosure

**Student files**

- Safeguarding concerns and all documentation stored at SBS for boys and DGS for girls

## **Appendix A Abuse/Safeguarding Issues**

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' violence
- Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools

### ***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](#). 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. This may be useful for some parents and carers.

### ***Children missing from education***

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

### ***Children with family members in prison***

Approximately 200,000 children 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.

### ***Child sexual exploitation***

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have

been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child 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.

### ***Child criminal exploitation: County lines***

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.

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.

### ***Domestic abuse***

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children Safelives: young people and domestic abuse](#)

### ***Homelessness***

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate,

and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation:

### ***So-called 'honour-based' violence***

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

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

### **FGM**

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

## FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

## 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.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk).

## Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

[Extremism](#) is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. [Radicalisation](#)<sup>102</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions,

to have “due regard<sup>103</sup> to the need to prevent people from being drawn into terrorism”.<sup>104</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

### **Additional support**

The department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

[Educate Against Hate](#), a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### ***Peer on peer abuse***

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) 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 initiating/hazing type violence and rituals.

## ***Sexual violence and sexual harassment between children in schools and colleges***

### Context

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### ***What is sexual violence and sexual harassment?***

#### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>105</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time

activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, 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 (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

## The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## Sexting in schools

### Flowchart for settings

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/b ehavioursupportservice/SextinginSchools-FlowchartofConcern.pdf>

**Information booklet**

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-InformationBooklet.pdf>

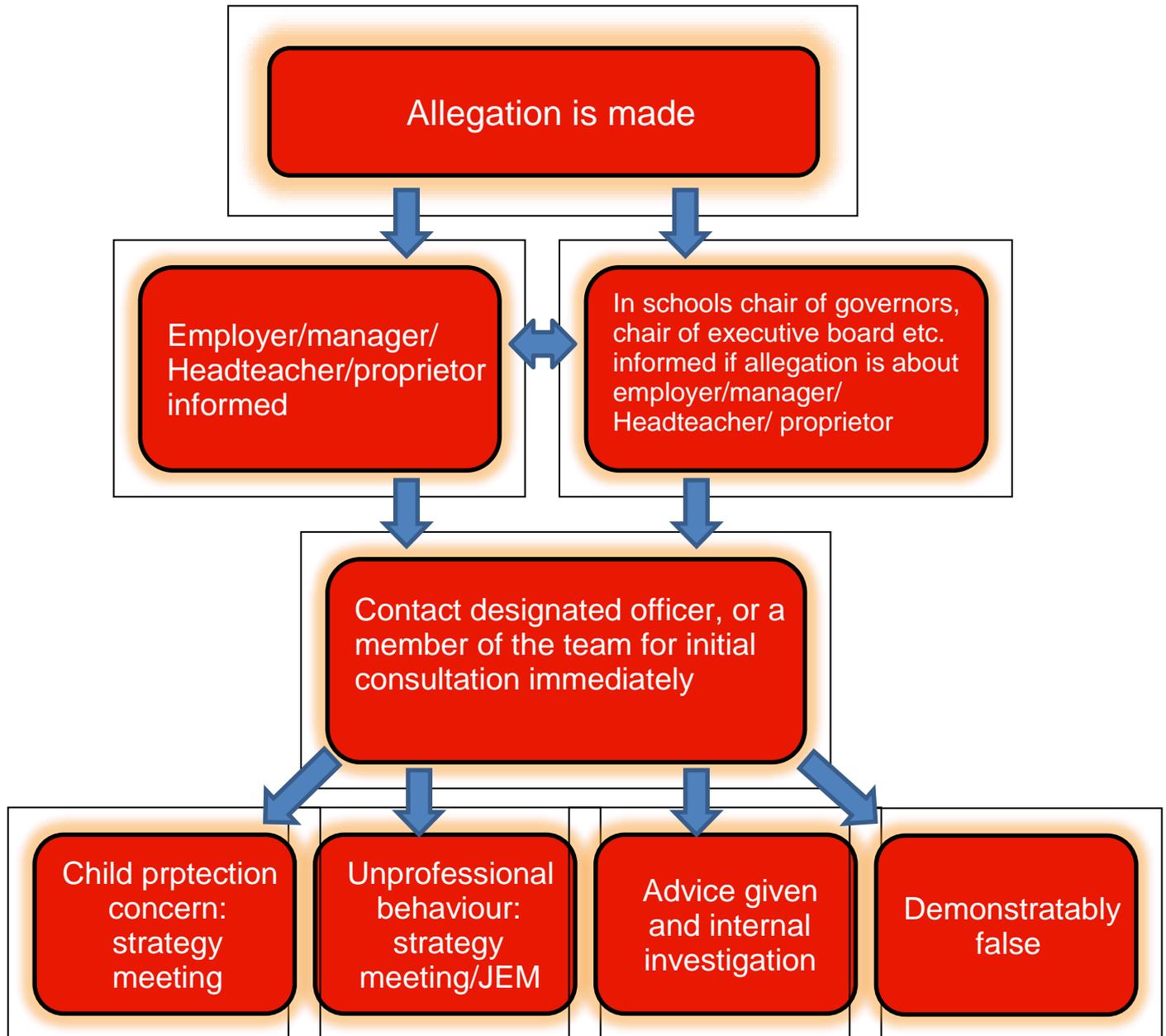
**Risk assessment**

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-RiskAssessment.pdf>

**Appendix B**

**Allegation flowchart**

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM = Joint Evaluation Meeting

## Appendix C – Lockdown procedure

### Lockdown

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A lockdown is an emergency protocol to protect the school community from an external threat.

Lockdown is a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students on site at DGS.

Procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff.

Lockdown procedures may be activated in response to any number of situations:

- A reported incident / civil disturbance in the local community
- An intruder on the site
- A warning being received regarding a risk locally of air pollution or similar
- A major fire in the vicinity of the academy
- The close proximity of a potentially dangerous animal roaming loose.

#### Lockdown in contact time

1	The most Senior Member of Staff on site will decide if a lock down is required and call 100. A member of staff in Sherwood Office will sound the alarm. A 60 second intermediate ring of the school alarm bell will sound.
2	Those inside the school should remain in the room where their work / lesson/ activity is taking place.
3	Students / staff outside in corridors or en route should remain calm and proceed to the nearest classrooms / lockable space immediately.
4	Students / staff on the sports field during lessons should make their way to the Sports Hall or Cockcroft Hall, whichever is the closer.
5	In the event of examinations students and invigilation staff must remain where they are.
6	Contractors should report immediately to the nearest building. Visitors are to stay with the person they are visiting and accompany them to a suitable location.
7	Classroom / building doors should be locked by a member of staff. If no key is available the doors should be barricaded.
8	Windows must be closed and blinds drawn.
9	All mobile phone use is strictly prohibited by students.
10	Staff should insist students/ visitors take action : <ul style="list-style-type: none"><li>▪ Stay Silent</li><li>▪ Block access points (e.g. move furniture to obstruct doorways)</li><li>▪ Sit on the floor, under tables or against a wall</li><li>▪ Keep out of sight</li><li>▪ Turn off lights</li><li>▪ Stay away from windows and doors.</li></ul>

11	Once in lockdown mode, staff should note where possible which students are not accounted for
12	Under no circumstances should staff or students leave their classrooms until an all-clear has been given or unless specifically requested to do so by a member of the SLT or emergency services. The all-clear is will be signalled by the lockdown alarm sounding again.
1	Sherwood Reception will Dial 999 should emergency services be required after the lockdown has ended.

## Non-Contact Time Lockdown

1	The most Senior Member of Staff on site will decided if a lock down is required and call 100. A member of staff in Sherwood Office will sound the alarm. A 60 second intermediate ring of the school alarm bell will sound.
2	Students in Frideswide's Gym, Bistro or any Lunch Room should remain where they are with the staff. Students in S1 should enter the nearest computer room.
3	Students / Staff outside in corridors or en route should remain calm and proceed to the nearest classrooms immediately.
4	Duty staff and SLT staff outside should direct students to the nearest building.
5	Classroom / room doors should be locked by a member of staff. If no key is available the doors should be barricaded.
6	Windows must be closed and blinds drawn.
7	All mobile phone use is strictly prohibited by students.
8	Staff should insist students/visitors take action : <ul style="list-style-type: none"> <li>▪ Stay Silent</li> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>
9	Once in lockdown mode, staff should note where possible which students are not accounted for.
10	Under no circumstances should staff or students leave their classrooms until an all-clear has been given or unless specifically requested to do so by a member of the SLT or emergency services. The all-clear is will be signalled by the lockdown alarm sounding again.
11	Sherwood Reception will Dial 999 should emergency services be required after the lockdown has ended.