



## Safeguarding and Child Protection Policy

This policy applies to the whole school, including the EYFS and is reviewed annually, if not before as required.

In response to COVID-19 and instruction for schools to re-open for all children from March 2021, and following advice from IAPS/ISC and the DfE, this policy has an addendum. Please refer to *Appendix 5* for details of the safeguarding arrangements and procedures relating to this.

The next review date: July 2022

### KEY EXTERNAL CONTACT DETAILS

<p><b>Local Authority Designated Officer (LADO)</b></p>	<p><b>West Sussex:</b> Miriam Williams and Donna Tomlinson (Asst. LADO) Ms Sally Arbuckle          Tel: 0330 222 3339          Consultation Contact Number: 0330 222 6450 (Available 09.00 – 17.00)          LADO Service Contact Number: (Available through the MASH) 01403 229900          LADO Service email address:  <a href="mailto:LADO@WestSussex.gov.uk">LADO@WestSussex.gov.uk</a></p>
<p><b>Local Safeguarding Partnerships:</b></p> <ul style="list-style-type: none"> <li>- <b>Local Authority (LA)</b></li> <li>- <b>Clinical Commission Group (CCG)</b></li> <li>- <b>Police</b></li> </ul>	<p><b><u>Local Authority</u></b></p> <p>[WSCC] website for child protection:  <a href="http://www.westsussex.gov.uk">www.westsussex.gov.uk</a></p> <p>Out of Hours Emergency Duty Team (Sussex) - [0330 222 7799]  <a href="mailto:wsscp@westsussex.gov.uk">wsscp@westsussex.gov.uk</a></p> <p><a href="http://www.hampshiresafeguardingchildrenboard.org.uk">www.hampshiresafeguardingchildrenboard.org.uk</a>          Out of Hours Emergency Duty Team (Hampshire)          [0300 555 1373]</p>

	<p><b><u>Clinical Commission Group</u></b> NHS - 01903 708400</p> <p><b><u>Police</u></b> Police Emergency - 999 Police Non-Emergency - 101</p>
<b>Multi-Agency Safeguarding Hub</b>	<p>LADO Referral and Assessment Team - [01403 229900] MASH@westsussex.gcsx.gov.uk ensuring that you put in the subject box: ALERT FOR EDT</p> <p>Out of hours - 03302226664</p>
<b>Support and Advice about Extremism</b>	<p>Police Emergency - 999 / Non-Emergency - 101 Local police non-emergency number is 01243 475432.</p> <p>Local Authority Department for Education Department of Education dedicated helpline for staff and governors (020 7340 7264) counter-extremism@education.gsi.gov.uk</p>
<b>NSPCC Whistleblowing Advice Line</b>	<p>NSPCC Whistleblowing advice line Tel: 0800 0280285 Email: help@nspcc.org.uk ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH</p>
<b>Disclosure and Barring Service</b>	<p>Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA Tel: 01325 953795 Email: dbdispatch@dbs.gsi.gov.uk</p>
<b>Teaching Regulation Agency</b>	<p>ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>
<b>OFSTED Safeguarding Children (If ISI unavailable for EYFS pupils)</b>	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk</p>
<b>Independent Schools Inspectorate</b>	<p>TEL: 0207 6000100 EMAIL: <a href="mailto:concerns@isi.net">concerns@isi.net</a></p>

<p><b>Further advice on Child Protection</b></p>	<p>NSPCC: <a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a></p> <p>Childline: <a href="http://www.childline.org.uk/pages/home.aspx">http://www.childline.org.uk/pages/home.aspx</a></p> <p>CEOPSThinkuknow: <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a></p> <p>Anti-Bullying Alliance: <a href="http://anti-bullyingalliance.org.uk/">http://anti-bullyingalliance.org.uk/</a></p> <p>Beat Bullying: <a href="http://www.beatbullying.org/">http://www.beatbullying.org/</a></p>
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**KEY SCHOOL CONTACT DETAILS**

<p><b>Governors</b></p>	<p><b>Chair of Governors</b> Mr Richard Geffen TEL: 01243 575209 EMAIL: office@oakwoodschoool.co.uk</p> <p><b>Nominated Safeguarding Governor</b> Mrs Shirley Barnes</p> <p><b>Chair of Curriculum &amp; Standards Committee</b> Mrs Jane Prescott TEL: 01243 575209 EMAIL: office@oakwoodschoool.co.uk</p>
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<p><b>Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL) and Designated Safeguarding Officers (DSO)</b></p> <p><i>All Designated Safeguarding Staff are trained to the same level as the DSL</i></p>	<p><b>DSL (including EYFS)</b> Mrs Chrissie Zoltowski - Senior Management Team TEL: 01243 575209 EMAIL: <a href="mailto:czoltowski@oakwoodschoo.co.uk">czoltowski@oakwoodschoo.co.uk</a></p> <p><b>DDSL:</b> Miss Gemma Halford TEL: 01243 575209 EMAIL: <a href="mailto:ghalford@oakwoodschoo.co.uk">ghalford@oakwoodschoo.co.uk</a></p> <p><b>DSO:</b> Mr Felix Page - Senior Leadership Team TEL: 01243 575209 EMAIL: <a href="mailto:fpage@oakwoodschoo.co.uk">fpage@oakwoodschoo.co.uk</a></p> <p>Mrs Emma Tarry - Head of EYFS, SMT TEL: 01243 575209 EMAIL: <a href="mailto:etarry@oakwoodschoo.co.uk">etarry@oakwoodschoo.co.uk</a></p> <p>Mrs Eleanor Bax - Head of KS2, SMT TEL: 01243 575209 EMAIL: <a href="mailto:ebax@oakwoodschoo.co.uk">ebax@oakwoodschoo.co.uk</a></p>
<p><b>Designated Teacher for Looked After Children</b></p>	<p><b>DSL (including EYFS)</b> Mrs Chrissie Zoltowski TEL: 01243 575209 EMAIL: <a href="mailto:czoltowski@oakwoodschoo.co.uk">czoltowski@oakwoodschoo.co.uk</a></p>
<p><b>Headteacher</b></p>	<p>Mrs Clare Bradbury TEL: 01243 575209 EMAIL: <a href="mailto:head@oakwoodschoo.co.uk">head@oakwoodschoo.co.uk</a></p>

## 1.0 Introduction

This policy applies to Oakwood School, including EYFS. This policy is reviewed and updated annually (as a minimum) and is available on the school's website and/or on request from the school office.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2021) ('KCSIE')
- Disqualification under the child care act (2006) (Sept 2018)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (2020) ('WT')
- 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)
- The use of social media for online radicalisation (July 2015)
- Education Act 2002
- West Sussex Safeguarding Children Board WSSCB Child Protection Procedures
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2018)
- Searching, Screening and Confiscation in Schools (2018)
- Data Protection Act 2018
- Domestic Abuse Act 2021
- UK Council for Internet Safety (UKCIS)

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 and shows due regard to KCSIE (2021) to safeguard and promote the welfare of children, working together with other agencies to ensure adequate arrangements within our school, creating a culture of safety, equality and protection to identify, assess, and support those children who are suffering harm.

We aim to be competent, knowledgeable, skilled, reflective and always improving as staff in promoting the welfare of children.

We recognise that all adults, including temporary staff, volunteers, visitors and governors, have a full and active part to play in protecting our pupils from harm and promoting the welfare of pupils in our school. At all times the best interests of the child are considered and we will take action to enable all children to have the best outcomes. We promote a **culture of listening to children** and a **culture that supports issues about safeguarding and child welfare to be addressed**. The child's welfare is our paramount concern while protecting our children who may be vulnerable to radicalisation. It is our legal duty to comply with the stated documents in order to keep children safe. All staff should always speak to the DSL or DDSL should they feel concerned about the welfare of any pupil. **Safeguarding and promoting the welfare of children is everyone's responsibility.**

All staff believe that our school should provide a **caring, positive, safe and stimulating culture** that promotes the social, physical and moral development of the individual, always acting in the best interests of every individual child. We adhere to the Human Rights Act (1998) and the Equality Act (2018).

We create an environment where staff feel they are able to raise concerns and feel supported in their safeguarding role. Any member of staff is able to make a referral to external agencies. Advice and support will be given by the DSL and DDSL, alongside the DSOs as appropriate.

This policy also takes into account the procedures and practice of West Sussex as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Partnerships (LSP).

## **1.2 The aims of this policy are:**

- 1.2.1. To support the child's development in ways that will foster security, confidence and independence.
- 1.2.2. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to and early help given.
- 1.2.3. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices)
- 1.2.4. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.2.5. To emphasise the need for good levels of communication between all members of staff.
- 1.2.6. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.2.7. To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.2.8. To ensure that **all** staff (including volunteers, staff of contractors, supply staff and any individuals who are not school staff) working within our school who have substantial access to children have been checked as to their suitability complying with pre-appointment checks according to the requirements set out in KCSIE, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance) and a central record is kept for audit.

## **2.0 Safe School, Safe Staff**

We will ensure that all members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection policy that sits together with a 'Staff Behaviour Code of Conduct Policy';
- staff will refer to 'Low Level Concerns' Policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- the school has procedures for dealing with allegations of abuse against staff, volunteers and the Headteacher to make a referral to the Teacher Regulation Agency and DBS;
- a senior leader has been appointed as the Designated Safeguarding Lead (DSL) to take lead responsibility for safeguarding and child protection matters. The DSL is responsible for maintaining an overview of safeguarding within our school, to open channels of communication with local statutory agencies, support staff and carrying out their safeguarding duties and to monitor the effectiveness of policies and procedures in practice;
- on appointment, the DSL undertakes training (including interagency training) and LSP's approach to 'Prevent Duty' and receives update training every 2 years, in accordance with Annex B of KCSIE;
- the DSL will undertake Prevent Awareness training available through WSCC and the LSP's. Training such as 'Channel', promoted in the non- statutory advice, provides advice and support for protecting children from radicalisation;

- all other staff have Safeguarding training updated as appropriate in line with advice from the LSP's. Training on Prevent awareness, online safety and the reporting of child on child sexual violence / harassment is part of this;
- any weaknesses in Safeguarding and Child Protection are remedied immediately;
- a member of the Governing Body is usually the Chair and Safeguarding Governor and is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher;
- Safeguarding and Child Protection policies and procedures are reviewed at least annually and that the Safeguarding and Child Protection Policy is available on the school website;
- the school and Governing Body consider how children may be taught about safeguarding. This is part of a broad and balanced curriculum covering relevant issues through personal social health education (PSHE) and through sex and relationship education (RSE);
- that enhanced DBS checks are in place for Chairs of Governors of independent, academies and non-maintained special schools.

The DSL is also involved in recruitment alongside the Bursar and Headteacher, all of whom have completed Safer Recruitment Training. At least one member of the governing body will also complete Safer Recruitment Training. This will be repeated every 3-5 years.

All members of staff and volunteers are provided with safeguarding and child protection awareness information at induction, including in their induction pack, the school safeguarding policies so that they know who to discuss a concern with. The DSL, DDSL and DSOs assist staff in understanding their roles and responsibilities as set out in Part One of the KCSIE guidance and in Annex A of KCSIE (2021) also ensuring all staff read this documentation. Any updates by the DfE are cascaded to all staff by the DSL immediately. The school takes effective steps to ensure this documentation is understood, not just read, by all staff.

All staff are required to notify the school immediately if there are any reasons why they should not be working with children. All members of staff are trained in and receive regular updates in e-safety and reporting concerns, examples of this are in weekly staff meetings.

All other staff and governors have safeguarding and child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. The DSL is readily available to all staff to give them the opportunity to discuss any concerns they may have about welfare and safeguarding matters. The Head of EYFS (who is DSL trained) conducts EYFS Supervision meetings to enable EYFS staff to discuss concerns about welfare and safeguarding matters in the EYFS provision.

All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children' (2018), and 'What to do if you suspect a Child is being Abused' (2015). In the event of absence of action following the report of a concern to the DSL/DSOs, staff will report directly to local children's services. **Anyone can make a referral.**

All parents/carers are made aware of the responsibilities of every staff member with regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it on our website and in parental welcome meetings.

Community users organising activities for children are aware of the school's safeguarding and child protection guidelines and procedures.

We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO for advice, and that any member of staff found to have behaved in way that

indicates they may not be suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

In the case of a substantiated allegation against a member of staff, we will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practices to help prevent similar events in the future.

Our procedures are regularly reviewed and updated at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governing Body have oversight of such procedures and review at least termly. The DSL and Governor with Safeguarding responsibility meet at least twice per term. The DSL reports to the Curriculum and Standards committee and full Governors Board meeting termly.

The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

All new members of staff will be given a copy of our safeguarding and child protection policies, which includes 'Children Missing in Education' and procedures and with the DSL, DDSL and DSO's names clearly displayed, as part of their induction into the school. They also receive a copy of Part One of KCSIE 2021 (and Annex A) and the following policies:

- 'Staff Behaviour Code of Conduct Policy' which also includes the whistleblowing procedure
- 'Acceptable Use of ICT Policy'
- 'Bring Your Own Device Policy'
- 'Behaviour Management Policy' (including Rewards and Sanctions)

Staff sign confirmation of compliance of these policies.

The policy is available publicly either on the school website or by other means in key areas of the school. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school website.

All staff must read **Part 1 (and Annex A) of Keeping Children Safe in Education (KCSIE) 2021** and should sign that they have read and understood it and will undertake formal Educare training. Copies are held in staff rooms for constant reference. Similarly, this applies to the Governing Body in relation to part 2 of the same statutory guidance. All staff have read and signed to say that they have understood and comply with the adjoining policy 'Staff Behaviour Code of Conduct Policy'.

Staff of any regular external contractors, who may have the opportunity for contact with pupils, will have basic safeguarding induction training, knowledge of who the DSL and DDSL are, and be aware of their duty to pass on concerns and adhere to appropriate behavioural boundaries. All visitors to the school will be asked to sign in at the front desk and read the safeguarding overview of the school - including contact details of the DSL. Any non DBS checked visitors will wear an alternative coloured lanyard and will be accompanied and supervised at all times.

### 3.0 Responsibilities

**The DSL and DDSL are responsible for the following key activities including online safety at Oakwood:**

1. Referring a child if there are concerns about possible abuse, to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Safeguarding Hub (MASH).
2. Ensuring secure and confidential records of concerns about a child are recorded on CPOMS, even if there is no need to make an immediate referral.
3. Ensuring that all such records are kept confidentially and securely (on CPOMS) and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are forwarded on to the child's next school or college should and when they move on. A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The DSL is proactive in sharing any CP information with new schools to ensure schools support in place for the children when they arrive in their new school ensuring any key staff have an awareness of their needs. All CP records are confidentially transferable through CPOMS to new schools and archived appropriately.
4. Liaising with other agencies and professionals in line with 'Working Together to Safeguard Children 2018'. This includes supporting an early help assessment. Any such cases will be kept under constant review and consideration given to a referral if the child's situation does not appear to be improving or is getting worse. ANY CHILD may benefit from early help if a child has a disability SEND, a young carer, missing from home, misusing drugs or alcohol or in a family circumstance presenting challenges eg. abuse, adult mental health etc.
5. Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents including the 'Team around the Child' approach meetings and/or the 'Common Assessment Framework' (CAF).
6. Being aware of pupils who have a social worker.
7. Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
8. Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
9. Organising child protection induction, and termly update training for all school staff.

### 4.0 Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. When concerned about the welfare of a child, staff should always act in the **best** interests of the child, passing concerns onto the DSL not making their own judgements, enabling all children to have the best outcomes.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We ensure children are taught about safeguarding as children "rarely tell" (KCSIE 2021).

We promote listening to children with positive relationships in school and support from independent counsellors or professionals as needed.

## **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 another child or children. Abuse can be:

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

Staff are referred to *Appendix 1* of this policy for further detail of the types of abuse and possible signs of abuse.

### **Our school will support all children by:**

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, drawing on their expertise, knowledge and experience including emotional and intellectual harm via social media and the use of the internet.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
- Paying special attention to the vulnerabilities of children with special educational needs and/or disabilities. This includes any child who is also looked after by the local authority.

## **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 act immediately and 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.

The guidance, Information Sharing: Advice for Practitioners Providing safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety

of children. If in doubt about what information can and should be shared, staff should speak to the DSL.

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. 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 DSL or DDSL).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account 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. We manage this through our strong pastoral care system and open door policy for all. We operate our processes with the best interests of the pupil at their heart.

### **Contextual Safeguarding**

All staff, but especially the DSL and DDSL, should consider the context in which safeguarding incidents and behaviour occur and how they can be associated with factors outside the school. As a school we will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse. It is an approach that is vital to understanding and responding to young people's experiences of significant harm beyond their families.

### **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 into antisocial 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 DSL. The DSL will consider the appropriate action to take in accordance with the West Sussex Safeguarding Children Board referral threshold document. 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 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.** 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. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. 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 West Sussex Safeguarding Children Board's procedures can be found on their website: [MASH@westsussex.gcsx.gov.uk](mailto:MASH@westsussex.gcsx.gov.uk) and/or [wsscp@westsussex.gov.uk](mailto:wsscp@westsussex.gov.uk)

## **5.0 Confidentiality**

We recognise that all matters relating to child protection are confidential. The Headteacher or DSL, DDSL and DSOs will disclose any information about a child to other members of staff on a need to know basis only.

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 wellbeing.

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 LADO on this point and liaise with MASH.

## **6.0 Other Safeguarding Issues**

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truanting, gender based violence and sexting also put children in danger.

### **6.1 Peer On Peer Abuse (including sexting and Upskirting)**

The School recognises that children are capable of abusing their peers and comply with the DfE publication 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2018) and the different forms this can take: bullying (including cyber bullying), sexual violence and sexual harassment, sexual assault, gender based issues, physical abuse, sexting, sexual imagery, upskirting, initiation/hazing-type violence and rituals.

The School's approach to sharing nudes and semi-nudes (previously known as sexting) and how this is approached by the School is by not allowing pupils mobile phones at school. We are aware some pupils may have access to phones and other mobile technology at home and out of school hours and therefore we follow guidance from the UK Council for Child Internet Safety (UKCIS): "Sharing nudes and semi-nudes (UKCIS, December 2020) and 'Sexual violence and sexual harassment between children in schools and colleges, DfE (2018).

The School also recognises that banter and other gender based issues can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence and will never be tolerated or simply seen as 'part of growing up'. Nor will harmful sexual behaviours be dismissed as the same or 'just having a laugh' or 'boys being boys'. It is recognised it is more likely that girls will be victims and boy's perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously.

We also recognise 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.

Upskirting is a form of sexual harassment that normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. It often occurs in a public crowded place, making it hard for a victim to know that a photograph is being taken, victims are often distressed and feel humiliated. The Voyeurism Act outlaws 'upskirting' and includes instances where culprits say images were taken 'for a laugh' or when the paparazzi are caught taking intrusive images.

**‘Upskirting’ is a criminal offence** to which staff comply with KCSIE 2021 ensuring they are familiar with the term and know the implications of this within the whole school community. They are aware that safeguarding issues can manifest themselves via peer on peer abuse.

The following steps will be taken to minimise the risk of peer-on-peer abuse. 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 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 the LSP 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 the LSP, 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 the LSP 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.

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 staff as appropriate and support from external agencies will be sought, as 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 is 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, allegations and disclosures of Peer on Peer abuse will be recorded by the DSL and held confidentially in the Safeguarding files 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. If it is deemed reasonable to suspect that a child is suffering, or likely to suffer significant harm, the DSL/Head Teacher will refer to local agencies.

## **6.2 Physical Intervention**

We acknowledge that there are circumstances when it is appropriate for staff in school to use reasonable force. Staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Further details are in 'Use of Reasonable Force' Policy. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary in their staff induction training and with regular safeguarding updates in staff meetings and INSET training events.

## **6.3 Anti-Bullying**

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms .g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse (this includes online abuse and cyber-bullying). We keep a record of bullying incidents.

## **6.4 Mental Health**

All staff at Oakwood are 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they know to raise the issue by informing the DSL.

## **6.5 Child Sexual Exploitation (CSE)**

Child Sexual Exploitation (CSE) is a form of child sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. 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. 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. The victim may have been sexually exploited even if the sexual activity appears consensual. 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.

## **6.6 Serious Violence**

We recognise that the impact of serious violent crime on individuals and the community is significant. The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides, and knife and gun crime as key factors which account for around one percent of all recorded crime. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Early intervention is about recognising and responding to the indicators of potential vulnerability, providing early support that is effective. When a young person begins to show the signs of exploitation or vulnerability to exploitation and therefore increased risk from Serious Violence, we should be able to intervene as early as possible to help reduce the risk factors and increase the protective factors.

## **6.7 Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Staff are trained to look for the indicators of CCE as stated in CSE.

## **6.8 County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence to ensure compliance of victims).

Staff are aware that children can easily become trapped by this type of exploitation and are made aware of the signs of exploitation.

## 6.9 Honour Based Violence (HBV)

Honour Based Violence (HBV) 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:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

and pages 13-14 of the Multi-agency guidelines - Handling case of forced marriage:

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

Abuse committed in the context of presenting “honour” often involves a wider network of family or community pressure and can include multiple perpetrators and the additional risk factors this entails.

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 a 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) teachers should follow the School’s local safeguarding procedures.

Please refer to **Appendix 2**.

## 6.10 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 are 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](mailto:fm@fco.gov.uk).

#### **What is the difference between a forced marriage and an arranged marriage?**

In a forced marriage, one or both spouses do not consent to the marriage, but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage.

In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangements still remain with the couple.

### **6.11 Radicalisation**

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. We follow 'The Prevent Duty' 2015 advice and guidance.

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 the DSL making a Prevent referral.

Oakwood School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 3** and we would refer to 'counter-extremism@education.gsi.gov.uk (tel: 0207 340 0764) as and when required.

### **6.12 Children with a social worker**

Oakwood School recognises that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they may be more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker through regular communication between the DSL, teachers and support services.

### **6.13 Special Educational Needs /Disabilities / certain health conditions**

Pupils with SEND, disabilities or certain health conditions may not outwardly show 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 or health conditions 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.

### **6.14 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.

### **6.15 Domestic Abuse**

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time. The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives. The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of

domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

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.

#### **6.16 Homelessness**

Being homeless, or 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.

#### **6.17 Children who go missing from school**

The DfE publication *Children Missing Education* (2016) describes the legal requirements in relation to registers. 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 within this policy. All unexplained absences will be followed up in accordance with this policy and the Admissions 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. 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 or more, at such intervals as are agreed between the School and the local authority. These intervals are in agreement with the Headteacher. 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.

We update our admissions register when a parent notifies us that a pupil will live at another address, in addition or instead, the new address, the full name of the parent with whom the pupil will normally live in future and the date from which it is expected the pupil will normally live there, where it is reasonably practicable for the school to ascertain on a regular basis. In line with KCSIE (2020) we will hold more than 1 emergency contact number of each pupil, where reasonably possible.

We will also update the admissions register to contain the name of the destination school (or additional school, in the case of dual registration) when notified by a parent and the first date of attendance, where it is reasonably practicable for the school to ascertain this information.

Deletions from the admissions register are also regulated by the Admissions Manager. In summary, this will be when:

- the child has been taken out of school to be home educated;
- when the family has apparently moved away;
- when the child has been certified as medically unfit to attend;
- when the child is in custody for more than four months;
- when the child has been permanently excluded.

### **6.18 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. We may refer some parents and carers to this service where appropriate (E.G. CHAMS).

### **6.19 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.

### **6.20 Looked After Children**

A previously looked after child potentially remains vulnerable and so as a school, we ensure staff have the skills, knowledge and understanding necessary to keep safe the children who are looked after by our local authorities as/and if we have such children on role. In this instance, a designated member of staff, (ie IENCo), alongside the DSL, would have responsibility for their welfare and progress and have up to date assessment information from the relevant local authorities, the most recent care plan and contact arrangements ensuring all agencies are working together and prompt action is taken on concerns to safeguard these children who are a particularly vulnerable group. The school has an awareness of the statutory guidance for local authorities promoting the education of looked-after children.

### **6.21 Teaching children how to stay safe online**

The School will ensure that children are taught about safeguarding and keeping safe online at school as well as keeping safe when they are accessing 'online learning' whilst out-of-school.

Examples include:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems is Smoothwall which aims 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;

- children are taught about safeguarding, including online through lessons, circle times, assemblies and PSHE subjects in age appropriate manners;
- staff are equipped with the knowledge to safeguard children online by attending online safety training and complying with “Teaching Online Safety in Schools” (2019) and “Guidance for Safer Working Practices” (2020)
- children will adjust their behaviours in order to reduce risks and build resilience, including radicalisation, with particular attention to the safe use of electronic equipment and the internet. These are planned and delivered through PSHE, assemblies and the curriculum as age appropriate
- children should understand 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 integral to the school’s ICT curriculum and is also embedded in PSHE and sex and relationships education (RSE) as age appropriate

We follow the latest resources promoted by DfE and refer to the school’s E-Safety Policy:

- The use of social media for online radicalisation
- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP’s Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

## 6.22 Visiting Speakers

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School’s responsibility to our pupils is to ensure that they can critically assess the information that 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 undertakes a risk assessment before agreeing to a Visiting Speaker being allowed to attend. 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, as with all volunteers, 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 documentation including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy. To ensure an open and transparent procedure for the School and the Visiting Speaker, we follow the schools Visiting Speaker Policy. Please refer to **Appendix 4**.

## 6.23 Mental Health

All staff at Oakwood are 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. School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL.

## 7.0 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 DSL, DDSL and DSOs and to seek further support as appropriate.

## 8.0 Arrangements for dealing with allegations of abuse against teachers and other staff (including the Headteacher, 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 the Local Safeguarding Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil 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.

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 allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors and designated officers.
2. The case manager/DSL should immediately discuss the allegation with the Headteacher and/or DDSL 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/DSL will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police<sup>64</sup>. 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/DSL 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, WT 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 residential staff is suspended pending an investigation, the case manager/DSL will consider whether arrangements for alternative accommodation away from children should be made.
6. The case manager/DSL 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/DSL will discuss with the Headteacher 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/DSL should review the circumstances of the case with the Headteacher 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.

Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse (IICSA)). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

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 deem it appropriate to do so.

## **9.0 Low Level Concerns about staff behaviour**

At Oakwood we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the headteacher.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

### **Allegations**

It is an allegation if the person\* has:

behaved in a way that has harmed a child, or may have harmed a child and/or;

possibly committed a criminal offence against or related to a child and/or;

behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or

behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

### **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a

way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

being over friendly with children;

having favourites;

taking photographs of children on their mobile phone;

engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

directly to the person who raised the concern, unless it has been raised anonymously;

to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

name\* of individual sharing their concerns

details of the concern

context in which the concern arose

action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

## **10.0 Staff Behaviour Code of Conduct Policy**

The School's Staff Behaviour Code of Conduct Policy can be found in the school's staff google drive and is issued to every new member of staff as part of the induction process. Staff are required to sign receipt of this policy to confirm they have read and adhere to the policy. The aim of the policy is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegations of harm to a pupil.

## **11.0 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 Speaker policy.

## **12.0 Whistleblowing Procedures**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. We have a culture and safety and raising concerns at Oakwood School where we value staff and undertake reflective practice. Staff should refer to the 'Staff Behaviour Code of Conduct Policy' and the school's Staff Policy Handbook, Appendix 14 'Whistleblowing Policy' for further guidance.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the whistleblowing procedures.

Whistleblowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available and known to staff.

If staff and volunteers have concerns about poor or unsafe practices and potential failures in the School's safeguarding regime, these should be raised in accordance with the School's whistleblowing procedures. As a school, we ensure there is provision for mediation and dispute resolution where necessary. Concerns regarding the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against staff procedure (see above). 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. These procedures are

reinforced to staff during induction and on a regular basis during Inset and staff meetings, ensuring staff are aware of concerns that are received and handled with transparency and accountability.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 0800 0280285 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

### **13.0 Use of Mobile Phones and Cameras**

Neither staff nor children may use their own mobile phones to take photographs within the School's EYFS setting; Nursery to Reception. Please see the School's Data Protection Policy for the School's policy on taking photographs of pupils outside of these year groups. All staff adhere to the Mobile Phone Policy.

### **14.0 Health & Safety**

Our Health & Safety policy, set out in a separate document, 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 and when undertaking school trips and educational visits.

### **15.0 Early Years Foundation Stage (EYFS)**

As we are not an Ofsted registered setting, we will inform ISI of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify ISI of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

### **16.0 Information Sharing DfE 2018**

The GDPR Act (2018) and the Data Protection Act (2018) do not prevent or limit the sharing of information for the purposes of keeping children and young people safe. We will keep child protection records as stated in this policy.

### **17.0 Position of Trust**

As a result of their knowledge, position and /or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to their young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the school's Staff Handbook which also includes its Social Media Policy.

### **18.0 Records**

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded using CPOMS. CPOMS allows all concerns to be shared instantly with the relevant people immediately and securely.

## 19.0 Monitoring and Evaluation

The School monitors and evaluates its safeguarding policy and procedures through the following activities:

- Governing body visits to the School;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the School [e.g. sufficient account must be taken of the nature, age range and other significant features of the School, such as historical issues, in the provisions made for safeguarding].
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team and the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school
- Regular review of training offered to staff, including e-safety training.

Reviewed: January 2016	By:	Yvonne Lee, Assistant Head & DSL Felix Page, HPC & DSO
Reviewed: July 2016		Yvonne Lee, Assistant Head & DSL Felix Page, HPC & DSO
Reviewed: October 2016	By:	Yvonne Lee, Assistant Head & DSL Felix Page, HPC & DSO
Reviewed: January 2017	By:	Yvonne Lee, Assistant Head & DSL Felix Page, HPC & DSO
Reviewed: August 2017	By:	Yvonne Lee, Assistant Head & DSL Felix Page, HPC & DSO
Reviewed: April 2018	By:	Yvonne Lee, Assistant Head & DSL Felix Page, HPC & DSO
Reviewed: Sept 2018	By:	Yvonne Lee, Assistant Head & DSL Gemma Halford, DDSL
Reviewed: Oct 2018	By:	Yvonne Lee, Assistant Head & DSL Clare Bradbury, Headteacher
Reviewed: July 2019	By:	Yvonne Lee, Assistant Head & DSL Clare Bradbury, Headteacher
Reviewed: September 2019	By:	Chrissie Zoltowski, DSL Clare Bradbury, Headteacher
Reviewed: January 2020	By:	Chrissie Zoltowski, DSL Clare Bradbury, Headteacher
Reviewed: August 2020	By:	Chrissie Zoltowski, DSL Clare Bradbury, Headteacher
Reviewed: September 2020	By:	Chrissie Zoltowski, DSL Clare Bradbury, Headteacher
Reviewed: September 2021	By:	Chrissie Zoltowski, DSL Clare Bradbury, Headteacher

Signed: <i>Clare Bradbury</i>	By:	Clare Bradbury, Headteacher
Signed: <i>S Barnes</i>	By:	Mrs Shirley Barnes Governor with Safeguarding Responsibilities
Next Review Date:		August 2022

## Appendix 1

We seek guidance and expert advice from professional organisations giving practical support on specific safeguarding issues as stated in KCSIE (2021).

### Recognising signs of child abuse

#### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

#### Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Poor mental health
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

#### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child

- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life
- **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others

- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural. However, the sexual abuse of children by other children is a specific safeguarding issue in education and should be taken incredibly seriously. It will not be tolerated.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)
- Sexual abuse can also take place on-line and technology can be used to facilitate off-line abuse.

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. This will not be tolerated and they are not an inevitable part of growing up.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical,

emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the West Sussex multi-agency protocol “Working with Sexually Active Young People” available at [www.wsc.gov.uk/safeguarding](http://www.wsc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

## **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause. Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## **Child Sexual Exploitation**

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups (gangs) of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## **Appendix 2**

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

### **Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### **What is FGM?**

It involves procedures that intentionally alter or injure female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage
- ❖ Preserves a girl's virginity
- ❖ Part of being a woman / rite of passage
- ❖ Upholds family honour
- ❖ Cleanses and purifies the girl
- ❖ Gives a sense of belonging to the community
- ❖ Fulfils a religious requirement
- ❖ Perpetuates a custom/tradition
- ❖ Helps girls be clean / hygienic
- ❖ Is cosmetically desirable
- ❖ Mistakenly believed to make childbirth easier

## Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. As with Forced Marriage there is the **'One Chance' rule**. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

### Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinary tract infection
- Disclosure

## Domestic Abuse

**How does it affect children?** Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

**What are the signs to look out for?** Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

**What should I do if I suspect a family is affected by domestic abuse?** To talk through your concerns, call the West Sussex Domestic Helpline (NDVH) on 0808 2000 247.

## Appendix 3

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
'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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas'.
3. Extremism is defined by the Crown Prosecution Service as:  
'The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK'.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

## **Appendix 4**

### **VISITING SPEAKER POLICY**

This policy applies to the whole school including the EYFS.

#### **Introduction**

Oakwood School often invites speakers from the wider community to give talks to enrich our pupils' experience. The School recognises the enormous benefit gained by pupils from speakers from all walks of life. Both the School and pupils greatly appreciate the time and effort though that visiting speakers put into their presentations.

The purpose of this Policy is to set out the School's legal obligations when using visiting speakers and to set out the standards of behaviour expected from visiting speakers.

This policy should be read in conjunction with the School's Safeguarding Policy and Behaviour Policy.

#### **Overview**

The Prevent statutory guidance (<https://www.gov.uk/government/publications/prevent-duty-guidance> ) expects schools to have clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. This policy was therefore drawn up having had regard to the Government's Prevent Duty guidance and the School's wider safeguarding obligations.

The School's responsibility to pupils is to ensure that they can critically assess the information that they receive as to its value to themselves, and that such information is aligned to the ethos and values of the School and British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

#### **School Protocol**

All requests for outside speakers (be this from a pupil or school staff) must firstly be discussed with the Headteacher and Senior Leadership Team (SLT).

The School will undertake a risk assessment before agreeing to a visiting speaker attending the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant. The School may also conduct research on the visiting speaker and/or their organisation, as appropriate. The School will not use a visiting speaker where any link is found to extremism, such as extremist groups and movements.

The School will obtain an outline of what the speaker intends to cover in advance of the visiting speakers visit. In some cases, the School may also request a copy of the visiting speaker's presentation and/or footage in advance of the session to ensure it is appropriate to the age and maturity of the pupils to be in attendance and does not undermine British values or the ethos and values of the School.

A member of school staff will be present during the visit/talk, who will monitor what is being said to ensure that it aligns with the values and ethos of the school and British values. In the unlikely event that the talk/presentation does not meet this requirement, visiting speakers

will be informed that school staff have the right and responsibility to interrupt and/or stop a presentation. The member of staff will report this to the Headteacher and SLT as soon as reasonably practicable after the talk/visit.

Visiting speakers will be supervised by a school employee at all times whilst on the school site. At no point will a visiting speaker be left unsupervised on the School site whilst pupils are present.

On arrival at the School, visiting speakers will be required to show an original current identification document including a photograph such as a passport or photo card driving licence and will be asked to sign the visitors book. The visiting speaker will be issued with a visitors' badge on a red Oakwood School lanyard which they must wear at all times whilst on school site. Visiting speakers will also be briefed on the School's Safeguarding Policy.

The School will keep a formal register of visiting speakers. Any information gathered will be kept in accordance with the School's Data Protection Policy.

If you have any queries regarding this Policy, please contact Mrs Chrissie Zoltowski, (Designated Safeguarding Lead) and Miss Gemma Halford (Deputy Designated Safeguarding Lead).

### Checklist for Visiting Speakers

	Action	Details
	<b>Details of the arrangements</b>	
1.	Name of the staff member responsible for booking the Visiting Speaker.	
2.	Name of Visiting Speaker.	
3.	Visiting speaker contact details.	
4.	Date of presentation.	
5.	Audience details.	
6.	Confirm that: <ul style="list-style-type: none"> <li>• the Visiting Speaker Policy has been sent to the Visiting Speaker</li> <li>• the Visiting Speaker has been briefed on the School's Safeguarding Policy</li> </ul>	
7.	<b>Checklist</b>	
8.	Visiting Speaker biography, to include speaker's organisation and other affiliations.	
9.	Details of presentation to be provided.	
10.	Details of research undertaken on visiting speaker (i.e. check the internet for any recent	

	published reports, statements or speeches made by the individual, any retractions or public apologies etc).	
11.	Are you satisfied that the content seen in response to 9 above is not in any way contrary to the School's Equality Policy, safeguarding and behaviour policies, the ethos of inclusion of the School, British values or any concern in relation to the Prevent Duty?  <b>Please circle the response. If no, refer to the DSL immediately</b>	Yes (refer to DSL)                      No (refer to DSL)
12.	Will the Visiting Speaker be left alone with pupils and undertaking a regulated activity?  <b>If yes, complete 12 below and inform the DSL immediately.</b>	Yes (refer to DSL)                      No
13.	Enhanced DBS certificate details:  (if necessary)	DBS number:  Date of issue:
14.	Name of person responsible for supervising the Visiting Speaker whilst they are on site.	
15.	Confirm the Risk Assessment form has been completed and a copy provided to the DSL and Bursar.	

Signed .....

Date

Countersigned by [Bursar/Head/DSL]

Signed .....

Date

## Appendix 5

# COVID-19 school arrangements for Safeguarding and Child Protection at Oakwood School - Updated 08/03/2021

**School Name:** Oakwood School

**Policy owner:** C. Bradbury/ C. Zoltowski

**Date:** 08/03/2021

**Date shared with staff:** 08/03/2021

### 1. Context

From March 8th schools were instructed to re-open for all children following advice from IAPs/ISC and the Government go ahead.

This addendum of Oakwood School's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context
2. Key contact
3. Vulnerable children
4. Attendance monitoring
5. Designated Safeguarding Lead
6. Reporting a concern
7. Safeguarding Training and induction
8. Safer recruitment/volunteers and movement of staff
9. Online safety in schools and colleges
10. Children and online safety away from school and college
11. Supporting children in school
12. Peer on Peer Abuse
13. Support from WSSCP

## 2. Key contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Chrissie Zoltowski	07977114297	czoltowski@oakwoodschoo.co.uk
Deputy Designated Safeguarding Lead	Gemma Halford	07890681014	ghalford@oakwoodschoo.co.uk
Head teacher (with DSL training)	Clare Bradbury	07771815055 01243 575209	head@oakwoodschoo.co.uk
Safeguarding Governor	Shirley Barnes	01243 773596	sbarnes@dinamik.co.uk
Chair of Governors	Richard Geffen	01243 575209	office@oakwoodschoo.co.uk

### Contact Details for Agency Involvement:

- Miriam Williams and Donna Tomlinson (LADO's) : 0330 222 3339 or [LADO@WestSussex.gov.uk](mailto:LADO@WestSussex.gov.uk)
- West Sussex Safeguarding Children Partnership: 0330 222 7799 or [wsscp@westsussex.gov.uk](mailto:wsscp@westsussex.gov.uk)
- MASH: 01403 229900 or [MASH@westsussex.gov.uk](mailto:MASH@westsussex.gov.uk)
- Early Help : 0330 2228077 [Early Help Duty South@westsussex.gov.uk](mailto:Early Help Duty South@westsussex.gov.uk)
- WSCC Help Line: 01243 777100
- Sussex Police: 0845 60 70 999
- ISI: 020 7710 9902
- NSPCC: 0808 8005000
- ChildLine: 0800 1111
- Public Concern at Work (Whistle Blowing): 0207 404 6609

### Link for up to date information from West Sussex Safeguarding Children Partnership:

- <https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/>

## 3. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Oakwood School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social

workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Chrissie Zoltowski (DSL).

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Oakwood School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Oakwood School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Oakwood School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

#### **4. Attendance monitoring**

Local authorities and education settings are required from the 8th March to complete their usual day-to-day attendance processes and to follow up on non-attendance.

HOW WILL THIS LOOK IN OUR SCHOOL?

To support the above, Oakwood School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Oakwood School will notify their social worker.

#### **5. Designated Safeguarding Lead**

Oakwood School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead (DSL) is: Chrissie Zoltowski

The Deputy Designated Safeguarding Lead (DDSL) is: Gemma Halford

It is important that all school named staff and volunteers have access to a trained DSL (or deputy).

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

#### **6. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Richard Geffen.

The LADO will continue to offer support in the process of managing allegations.

## **7. Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Oakwood School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **8. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Oakwood School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Oakwood School is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no

circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Oakwood School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Oakwood School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

## **9. Online safety in schools and colleges**

Oakwood School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

## **10. Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school's code of conduct.

Oakwood School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s (exception made during 'extraordinary times' for individual music/speech and drama/SEND lessons where parental permission has been granted and children are supervised i.e. not left alone for the session);
- Staff and children must wear suitable clothing, as should anyone else in the household;
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred;
- The live class should be recorded so that if any issues were to arise, the video can be reviewed;
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day;
- Language must be professional and appropriate, including any family members in the background;

- Staff must only use appropriate platforms, as guided by the school, to communicate with pupils;
- Staff should record the length, time, date and attendance of any sessions held.

## **11. Supporting children in school**

Oakwood School is committed to ensuring the safety and wellbeing of all its students.

Oakwood School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Oakwood School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Oakwood School will undertake rigorous risks assessments to ensure the above.

Where Oakwood School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

## **12. Peer on peer abuse**

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

## **13. Support from WSSCP**

The West Sussex Safeguarding Children Partnership will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.