SAFEGUARDING (CHILD PROTECTION) POLICY
(Copy to be kept available in reception)

Committee Responsible: School Committee

Reviewed by: Head of Junior School, Deputy Head (and DSL) and Deputy Designated Safeguarding

Adopted by School Committee: November 2008

This policy has been approved by the Safeguarding Link Governor on behalf of School Committee and awaits final/formal approval at the Autumn meeting

Date of review: September 2024

Date of next review: September 2025

Referenced Sources:

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

- *Keeping Children Safe in Education* (September 2024) ("*KCSIE"*)

  - *KCSIE incorporates the additional statutory guidance Disqualification under the Childcare Act 2006 (September 2018)*
  - *KCSIE also provides links to various toolkits and additional advice and support*

- *Working Together to Safeguard Children* (December 2023) ("*WT"*)
  - *WT refers to the non-statutory advice: Information sharing (July 2018)*

- *Prevent duty guidance: Guidance for specified authorities in England and Wales December 2023. Prevent* is supplemented by non-statutory advice and a briefing note:
  - *The Prevent duty: Departmental advice for Schools and childminders* (June 2015)
  - *The use of social media for on-line radicalisation* (July 2015)

- Relationships education, relationships, and sex education (RSE) and health education (September 2021)
- Children's Social Care National Framework (December 2023)
- Behaviour in Schools (September 2022)
- Working together to improve School attendance: statutory guidance for maintained Schools, academies, independent Schools and local authorities (February 2024)
- Keeping children safe in out of School settings (April 2022)
- Digital and technology standards in Schools and colleges (March 2023)
- After School clubs, community activities, and tuition (safeguarding guidance for providers) (September 2023)
- The Charity Commission guidance Safeguarding and protecting people for charities and trustees (June 2022)
- National Minimum Standards for Boarding Schools (September 2022)
- Domestic Abuse Act Statutory Guidance (April 2023)
- Promoting children and young people's mental health and wellbeing (November 2023)
- Information Sharing; Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024)
- Children Missing Education (August 2024)
- The Children Act 1989 (updated July 2021)
- PACE Code C 2019

This policy also takes into account the procedures and practice of Oxfordshire part of the multi-agency safeguarding arrangements set up by the Oxfordshire Safeguarding Children's board (OSCB).

Please read this policy alongside the following policies:

- Educational Visits, Policy and Procedure
- Attendance, Missing Student and Student Supervision
- Behaviour Policy
- Special Educational Needs and Disability (SEND) and Equality Policy
- EYFS Handbook

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Head	**Rebecca Evans (SLT)** revans@sibfordschool.co.uk	Head	Safer Recruitment Training – NSPCC • Sep 2022 OSCB DSL training • Sep 2024	Sep 2027 Sep 2026
DSL	**Phil Tattersall-King (SLT)** ptattersall-king@sibfordschool.co.uk	Deputy Head	OSCB DSL training • Aug 2024 Safer Recruitment Training – Educare • Dec 2022	Aug 2026 Dec 2027
Deputy DSL	**Edward Rossiter (SLT)** erossiter@sibfordschool.co.uk	Head of Junior School	OSCB DSL training • Aug 2024 Safer Recruitment Training – Educare Nov 2021	Aug 2026 Nov 2026
Deputy DSL	**Charlotte Lloyd, Deputy Designated Safeguarding Lead** Clloyd@sibfordschool.co.uk	Deputy Designated Safeguarding lead	OSCB DSL training • Nov 2023 Safer Recruitment Training – Educare • Oct 2023	Nov 2025 Oct 2028
Heads of Key Stages (Deputy DSLs)	**Head of Key Stage 3 Stephen Nation-Grainger** snation-grainger@sibfordschool.co.uk **Head of Key Stage 4 Luke Hallam Evans** lhallam-evans@sibfordschool.co.uk **Head of Sixth Form** Helen Gormley hgormley@sibfordschool.co.uk	Heads of Key Stage (Deputy DSLs)	OSCB Level 3 Training • Aug 2024 OSCB Level 3 Training • June 2024 OSCB Level 3 Training • June 2024	Aug 2026 June 2026 June 2026
Head of Year 7 (Deputy DSL)	**Kimberley Bigland Coles** Kbigland-coles@sibfordschool.co.uk	Head of year 7	OSCB Level 3 Training • Aug 2024	Aug 2026
Link Safeguarding Governor	**Maggie Guy** m.guy@sibfordschool.com	n/a		

	(Board-level lead in relation to responsibility for safeguarding arrangements in the School)			
Clerk of School Committee	**Stuart Fowler** s.fowler@sibfordschool.com	n/a		

External Agency contact details:		
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)	Jo Lloyd Donna Crozier Sandra Barratt Lorna Berry (ESAT)	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk
Oxfordshire Multi Agency Safeguarding Hub (MASH)		0345 050 7666
Out of hours Emergency Duty Team (EDT)		0800 833408
Police (including FGM Reporting)		101 or in emergencies 999
OSCB Oxfordshire Safeguarding Children Board		01865 815843 OSCB@oxfordshire.gov.uk
National Prevent helpline		National police Prevent advice line 0800 011 3764
Oxfordshire CAMHS - Single Point of Access		Phone:01865 902 515 Email: OxonCAMHSSPA@oxfordhealth.nhs.uk
Locality Community Support Service (LCSS)	Cary Johnston – Allocated School contact	0345 241 2705

Additional Resources:

NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 (Monday to Friday 8am to 8pm; weekends between 9am and 6pm) EMAIL: help@nspcc.org.uk
NSPCC Report Abuse in Education Advice Line	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbs.gov.uk

INTRODUCTION

It is essential that everybody working in a School or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. Our School is committed to safeguarding children and aims to create a <u>culture of vigilance and professional curiosity</u>. All staff should make sure that any decisions made are in the <u>best interests of the child</u>.

All Sibford staff, including the School Committee (Governors) take an active role in ensuring the safeguarding of our pupils. Their welfare is our primary concern, and we demonstrate this commitment by identifying and providing robust and tailored support plans to those children who are suffering or where significant harm is suggested. This is achieved by working directly with the services available, including Early Help.

[What to do if you think a child is at risk of abuse or neglect - Oxfordshire Safeguarding Children Board (oscb.org.uk)](http://oscb.org.uk)

This policy provides the basis for good practice within the School for Safeguarding work. It should be read in conjunction with the Oxfordshire Safeguarding Children's Board safeguarding Policies and Procedures https://oscb.trixonline.co.uk/, plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

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

Our Safeguarding Policy is available publicly to parents/carers via the School's website.

ROLES AND RESPONSIBILITIES

The Head is responsible for all child protection matters in the School. The School is committed to all aspects of safeguarding (child protection)

The School's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is the Deputy Head, Phil Tattersall-King. The person to whom reports should be made in the absence of the DSL is Charlotte Lloyd, Deputy Designated Safeguarding Lead.

As part of regular reporting to School Committee (Governors) members have ample opportunity to ask questions of the DSL.

The role of DSL:

- The DSL sits on the School Senior Leadership Team.
- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
- Takes lead responsibility for filtering and monitoring systems for IT within the School.
- The DSL also receives more in-depth training, including on extremist and terrorist ideologies, how to make referrals and how to work with Channel panels.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass' and a point of contact for Child Exploitation.
- To ensure that the Local Authority are notified if children are absent from education for prolonged periods and/or repeated occasions.
- Is to liaise with the head regarding ongoing enquiries under section 47 (child Protection) of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE Code C 2019.
- Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new School (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new School in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the School.
- The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.
- During term time, the DSL and/or a DDSL will always be available for staff in the School to discuss any safeguarding concerns.

For out of hours/out of term activities, the School's arrangements are that there is always someone available on the duty phone. This number is available through ringing School reception and is provided on the answer machine if calling out of hours.

Whilst the Head should ensure that the policies and procedures adopted, particularly those concerning referrals of cases of suspected abuse, exploitation and neglect, are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated. Full details of the DSL's role can be found at Annex C of *KCSIE*.

Quality assurance:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).

- Complete the 157/175 annual safeguarding report and submit to the Local Authority.

- Provide regular reports, to the Sibford School Committee detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

- Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

- We have deputy designated safeguarding leads, to ensure there is always appropriate cover for this role along with safeguarding officers (a tier below the DDSL team).

- The Head, Head of Junior School, Deputy Head (DSL) and DDSL meet regularly – this is referred to as 'the safeguarding meeting'. This is a top-level executive brief – an overview of active student cases and all staff cases.

- There is a meeting (scheduled in the same weekly slot of a fortnightly rotate) that rotates between the 'safeguarding small team meeting' and the 'safeguarding whole team meeting'. The small team comprises the Head of Junior School, Deputy Head (DSL) and named DDSLs. The whole team also includes a representative from the Health Centre team, the SENCO and the Counsellor. This is a discussion of active student cases, to ensure cases are being processed with support from all.

  Sibford School Committee is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the School's ethos and reflected in the School's day-to-day practice.

  All staff members, Committee members, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. The Safeguarding team are well equipped in managing these incidents and recognise their statutory responsibility to escalate concerns to enable appropriate support.

Our School acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. Concerns are recorded on CPOMS and appropriate actions are identified.

The School understands and recognises its obligations under the Equality Act (2010) and that the School must not discriminate against pupils because of a protected characteristic including sex, race, disability, religion or belief, gender reassignment, pregnancy, maternity, or sexual orientation. In the context of safeguarding, the school will consider how to support pupils with regard to particular protected characteristics in order to meet their specific needs. The School will also consider their duty to make reasonable adjustments for disabled pupils.

Our School and Committee take all reasonable action to limit children's exposure to the risks from the School's or college's IT system and ensure our School has appropriate filters and monitoring systems in place and regularly review their effectiveness.

SUPPORTING CHILDREN

Our School will support all pupils by:

• ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RSE and other curriculum contexts, and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.

• ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.

• we acknowledge that whilst filtering and monitoring is an important part of Schools online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the School control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

• encouraging pupils to talk about feelings and deal assertively with pressures and are listened to. Providing pupils with a range of appropriate adults to approach as needed.

• ensuring students feel safe and supported when they are online and empowering them to safeguard themselves.

• supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying; The Anti Bullying Policy and pupil created liaising and working together with Early Help support services and those agencies involved in safeguarding children, including domestic abuse and preventative services
https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance
https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

• we recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

• considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

• having a behaviour policy that is aimed at supporting susceptible pupils in the School. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

- having clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment.

- acknowledging our duty as a School in tackling the consequences of extra-familial abuse, via contextual and complex safeguarding in the wide community. Recognising the risk these present to our pupil's safety and welfare. https://contextualsafeguarding.org.uk/

- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to School, and at other times, the School will be vigilant in identifying any private fostering arrangement.

- acknowledging that a child that is looked after or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.

School recognises their responsibility in identifying students whose attendance is impacted by their emotional wellbeing. This is commonly referred to as Emotional Based School Avoidance (EBSA). All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory School age who are missing education in their area. Staff will maintain a child centred approach, working openly and sensitively with the student and parents/carers to understand the reasons behind the absence.

A member of the Pastoral Support team will complete an **Individual Emotional Based School Avoidance Support Plan** with the student, and this will be shared with the parent/carer. Further information regarding this can be found in the Attendance, Student Supervision and Missing Child Policy (Formerly known as the Missing Pupil Policy).

 An appropriated response is needed when a child has poor attendance or is regularly missing education. https://www.gov.uk/government/publications/children-missing-education

- Keep written (or online) records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.

- Schools should have at least two emergency contacts for every child in the School in case of emergencies, and in case there are welfare concerns at the home.

- When a child leaves our School, the DSL will contact the DSL at the new School and will ensure that the safeguarding file is forwarded to the receiving School within 5 School days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving School and/or evidence of recorded delivery.

- Where a parent elects to remove their child from the School roll to home educate, the School will make arrangements to pass any safeguarding records to the Education Social Welfare Service. Where such a child has an EHCP, the local authority will need to review the plan while working closely with the parents.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, or if a child presents with social, emotional or behavioural needs related to their own well-being, 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. The governing body recognises the importance of information sharing between practitioners and local agencies, including ensuring arrangements for sharing information within the School and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Fears regarding sharing information under the Data Protection Act 2018 and the UK General Data Protection Regulation ("UK GDPR") must not be allowed to stand in the way of safeguarding and promoting the welfare of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead.

The DSL and DDSLs will ensure that staff understand the relevant data protection principles which allow them to share (and withhold) personal information, including:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows the sharing of special category personal data, including without consent where there is good reason to do so. For example, information may be shared without consent where: it is not possible to gain consent; it cannot be reasonably expected to gain consent; and gaining consent would place a child at risk
- not providing pupils' personal data where the serious harm test is met.

If a child shares information, staff should:

- Listen to the wishes and feelings of the child

- Avoid asking leading questions

- Observe their behaviour

- Reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe

- Ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report

- 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

- Be aware that the individual may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful. Staff should exercise professional curiosity and speak to the DSL if they have concerns

- Determine how best to build trusted relationships with children and young people which facilitate communication.

- Report it to the DSL/DDSL Team

A clear and comprehensive record of the concern should be recorded in writing, including the discussions held, decisions made and the rationale for those decisions. The records must be signed and dated by the author.

This includes instances where referrals were made or were not made to another agency, such as children's social care or the Prevent programme. This will help if/when responding to any complaint about the way a case has been handled.

The information will be kept confidential and stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of *KCSIE 24*.

Staff are encouraged to use CPOMS, however if staff are unable to use CPOMS, they are to record their concerns as outlined above, in an email and sent to the DSL or member of the DDSL team.

Concern forms are kept in the DDSL offices, Junior and Senior School Receptions.

After the information is initially shared by the individual and staff have reported the information to the DSL or DDSL team. The DSL will consider if there is a requirement for immediate medical intervention, or protection by the police, however urgent medical attention should not be delayed if the DSL is not immediately available.

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

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

Our School will maintain best practice by remaining transparent and discussing any concerns we have with the child's parents. There may be occasions when this is not appropriate, and School staff would consult with other agencies prior to involving parents. We will record any decision not to discuss with parents and why.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the School. These are either recorded confidentially on CPOMS, or if on paper, locked in the Safeguarding office. All are kept in accordance with General Data Protection Regulations (GDPR) and our own School GDPR policy.

All safeguarding records will be transferred in accordance with GDPR to the child's receiving School/setting. These will be given to the receiving School and a receipt of delivery will be obtained. We will ensure that when a pupil who is the subject of a Child Protection Plan (CP) leaves, their information is transferred to the new School within 5 School days and that the child's Social Worker is informed that the child has moved.

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

If staff (including governors, supply staff, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

As set out above, staff should not assume that somebody else will take action and share information that might be critical to keep a child safe; they should maintain an attitude of "it could happen here". 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 MASH 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, supply staff, 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 MASH 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 MASH. 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 regarding 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 School's Local Safeguarding Children Board is OSCB

[Home - Oxfordshire Safeguarding Children Board (oscb.org.uk)](oscb.org.uk)

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

Staff should follow the School's normal referral processes when there are concerns about children who may be susceptible to radicalisation into terrorism. This may include a Prevent referral or referral to MASH depending on the level of risk.

The School, in recognition that pupils may be susceptible to being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) which assess how their learners or staff may be at risk of being radicalised into terrorism, including online. Such risk assessments are discussed with the Head, DSL and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to ensure that those at risk of radicalisation are identified and appropriate support is provided and is regularly revised as needed.

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

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

What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of the 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, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

Reporting and Responding to Sexual Violence and Sexual Harassment

All reports of child-on-child abuse will be made on a case by case basis with the DSL taking a leading role using their professional judgement and supported by other agencies such as social care or the Police as required.

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 their deputy). 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. The School manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The School implements a child-centred approach to safeguarding. Whilst the School are committed to working collaboratively, and in partnership, with parents and carers as far as possible the wishes and feelings of the child and what is in their best interest is always central to the School's decision-making process.

- Where the report includes an online element Sibford School will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL or named DDSL) is present (refer to 'Guiding Principles for dealing with disclosures') unless informed directly by Police.

Sibford School acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

Risk Assessment

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

- the victim, especially their protection and support;

- Whether the victim has a protective characteristic and therefore a power imbalance

- the alleged perpetrator; and whether they have a protective characteristic and therefore a power imbalance

- all the other children (and, if appropriate, adult students and staff) at Sibford School, especially any actions that are appropriate to protect and support them.

Risk assessments will be recorded and filed with the DSL and be kept under review.

All such incidents should be immediately reported to the DSL or DDSL who will liaise with MASH. Victims of harm will be supported by the School's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;

- the ages of the children involved;

- the developmental stages of the children involved;

- Vulnerabilities will be identified, including any power imbalance between the children. (For example, is the alleged perpetrator significantly older, more mature or more confident. Does the victim have a disability or learning difficulty);

- if the alleged incident is a one-off or a sustained pattern of abuse;

- if there are there ongoing risks to the victim, other children, adult students or School staff; and other related issues and wider context.

Follow up Actions

Children sharing a classroom:

At all times both victim and perpetrator/alleged perpetrator will be afforded respect and dignity in line with our Quaker ethos and will be fully supported and their wishes, wherever possible, taken into consideration.

It is not the School's responsibility to ascertain whether a crime has been committed. Once basic facts have been established, these will be shared with MASH and Police and advice will be sought. Records will be shared as part of their ongoing investigations and assessments

If the allegation involves rape and/or assault by penetration, then the statutory guidance states that the perpetrator must be removed from any shared classes. Guidance is clear that any separation arrangements must continue for as long as is necessary to make sure children are safe.

A Risk Assessment will be completed, which will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on School premises and on transport to and from School. Consideration to where the alleged abuse took place must also be given and should include ways

that this can be made safe/ mitigated. Schools should consider this not only for their grounds and buildings but also if the alleged abuse took place in a public space. Whilst the School cannot act on this alone, again the multi-agency approach can be vital here.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Supporting The Victim and Alleged Perpetrator

Abuse that involves or is believed to involve sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the alleged perpetrator could be a victim of abuse too and too have experienced abuse. Alleged perpetrators may also be in danger of being subjected to abuse post an allegation. Measures to support them should be put into place here too.

Peer pressure can be huge for children and young people and there will be times when the abuse, in whatever form it takes, looks consensual. This is another reason why a multi- agency approach is needed, involving both MASH and the Police, in order to ensure investigations are properly carried out.

Options to manage the report:

Manage internally: In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the Behaviour and Anti Bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSL/DDSL Team.

In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from Early Help. Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. Early Help is referred to in greater depth later in this document.

Where a child has been harmed, is at risk of harm involving sexual assault/violence or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the DSL or DDSL Team will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police: Any report to the Police will generally be made through the MASH as above. The DSL or DDSL Team will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this will be passed on to the Police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the Police remains. The Police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the Police, School will consult the Police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and alleged perpetrator and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved including potential witnesses. Where required, advice from the Police will be sought in order to help us.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, School will work collaboratively with Police and other agencies to ensure the best outcomes for the students involved.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, Sibford School will update its risk assessment and ensure relevant protections are in place for all children. We will work outside agencies to support the student to continue to access education. We will consider any suitable action following our Behaviour Policy. If the perpetrator remains in School we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in School. We will ensure all children involved are protected, especially from any bullying or harassment (including online).

Where cases are classified as "no further action" (NFA) by the Police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

INFORMATION SHARING

Sibford staff are trained in the golden rules of safeguarding. We recognise that all matters relating to Safeguarding are confidential.

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

All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

MULTI AGENCY WORKING, including Early Help

We will develop and promote effective working relationships with other agencies, including agencies providing Early Help services to children, the police, and MASH.

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

We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Children's Safeguarding Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

SAFER RECRUITMENT

Sibford School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Sibford School Committee and Leadership Team are responsible for ensuring that the School follows safe recruitment processes outlined within guidance.

Sibford School is responsible for ensuring that the School maintains an accurate Single Central Record (SCR) in line with statutory guidance.

Sibford School Committee will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in Schools.

We will ensure that contractors and providers are aware of our School's Safeguarding Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations and

working with our children have been subjected to the appropriate level of safeguarding checks in line with *KCSIE 2024.* If assurance is not obtained, permission to work with our children or use our School premises may be refused.

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

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

TRAINING

All staff in our School are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness

Our DSL will undergo training to provide them with the knowledge and skills required to carry out their role. Our DSL and members of our DDSL team undergo their DSL training every 2 years through the OSCB/NSPCC to enable them to fulfil their role.

Training is provided for all staff by OSCB to a generalist level at least every three years, regular updates around safeguarding are shared with staff annually. Safeguarding Staff are encouraged to sign up to Judicium and Educare training to continue their personal development, gain skills in newly emerging topics and network with professionals from other Schools and external organisations.

Separate training is provided to all new staff on appointment as part of their induction process which includes:

- the safeguarding policy (including the policy and procedures to deal with child on child abuse)
- the role and identity of the DSL and any DDSLs
- the behaviour and anti-bullying policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- the staff code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods or children missing education;
- an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;
- the e-safety policy
- a copy of Part one of *KCSIE* at least (or, for staff that do not work directly with children, Annex A); and
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE (and Part five of KCSIE)*.

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

The Designated Safeguarding Lead will provide briefings to the School on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPRs) in line with Working Together 2023. These will occur annually or more frequently when necessary.

The School will maintain accurate and up to date records of staff induction and ongoing training, and continual professional development (CPD) relating to safeguarding. Encourage   a culture of listening to children and taking account of their wishes and feelings in any action the School takes to protect them.

The School will provide regular opportunities for staff who are working directly with vulnerable young people to have reflective supervision and support to discuss their experiences of working with a child.

The DSL and DDSL Team understands the assessment process for providing Early Help and intervention, e.g., OSCB thresholds of need, preventative education, and the local offer and have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these.

- Be alert to the specific needs of children in need (as specified in Section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, susceptible to exploitation, racialisation and subject to listening or hearing to domestic abuse.

- Ensure each member of staff has read and understands the School's Safeguarding Policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the School's Behaviour Policy and the School's procedures for managing children who are missing education, as well as the staff code of conduct.

All staff are also required to:

- Read at least Part one of *KCSIE* (or, for staff that do not work directly with children, Annex A) and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes.

- Understand key information contained in Part one (or, for staff that do not work directly with children, Annex A) of *KCSIE*.

- Receive training in safeguarding and child protection regularly. Training will include online safety (including the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and harmful sexual behaviours (including child on child sexual violence and harassment). It will also include Prevent awareness training to equip staff to understand the factors that lead people to support terrorist ideologies or engage in terrorist related activity,

be able to recognise susceptibility to terrorism and be aware of what action to take in response, including the School's internal Prevent arrangements.

- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example, emails and staff briefing 'Friday Focus' updates.

The governing body will ensure that all governors receive appropriate safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the School are effective and support the delivery of a robust whole School approach to safeguarding. Their training should be regularly updated.

The governing body are aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, the Data Protection Act 2018, the UK GDPR, and their local multi-agency safeguarding arrangements. Under the Human Rights Act 1998, it is unlawful for the School to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the European Convention on Human Rights (ECHR) Convention. The Data Protection Act 2018 and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

All Sibford School staff and members of School Committee must read:

Document:	Can be found at/in
Keeping Children Safe In Education (KCSIE 2024) - Part 1, at least (or Annex A for staff that do not work directly with children) and Annex B for those working directly with children.	Keeping children safe in education 2024 (publishing.service.gov.uk)
Safeguarding (Child Protection) Policy	Safeguarding Policy 2024 - 2025.pdf
Behaviour Policy (pupil)	Staff - Behaviour Policy 2022 (1).pdf - All Documents (sharepoint.com)
Anti Bullying Policy	Staff - Anti-Bullying Policy 2023.pdf - All Documents (sharepoint.com)

Staff Code of Conduct	STAFF HANDBOOK SEPT 2024 - 25 .pdf (staff code of conduct can be found as an Appendix within the 'Employment Procedures' section).
Raising Serious Concerns at Work Procedure (Whistleblowing)	Staff - Raising Serious Concerns at Work Procedure 2022.pdf - All Documents (sharepoint.com)

WHISTLEBLOWING IN A SAFEGUARDING CONTEXT

While the School has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correct. This does not replace the whistleblowing policy and should be read in conjunction with the School policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves a person in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Concerns should be raised in confidence with the Head (or Business Manager if the Whistleblowing concern is not a safeguarding concern). The matter will then be investigated, and staff will be kept informed of progress. Staff should feel free to involve the School Committee (governing body), as appropriate. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

General advice on whistleblowing can be found at Whistleblowing for Employees https://www.gov.uk/whistleblowing call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk

If you believe that a member of the School staff is harming a child (an allegation) and this has been reported to the Head and no / insufficient action has been taken, or the member of staff you have concerns about is the Head then you are able to contact Designated Officers team (LADO), as appropriate, on 01865 810603 or email lado.safeguardingchildren@oxfordshire.gov.uk

If you believe that a child is being abused by individuals outside the School, you can make a referral to the MASH on **0345 050 7666** (office hours) or **0800 833 408** (outside of office hours).

SITE SECURITY

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

Safer Recruitment checks have been completed in line with the KCSIE updates. All visitors to the site will be asked to wear a red lanyard, to indicate that they have not completed the same DBS checks that School staff have. Visitors wearing orange lanyards have had DBS checks but are external professionals. Staff employed by the School and members of the governing body wear green lanyards.

The School will not accept the behaviour of any individual, parent or anyone else, that threatens School security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the School site.

POLICY REVIEW

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle

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

Additional updates to the safeguarding policy and appendix will take place when needed.

APPENDIX A - Definitions

Safeguarding children is the action we take to promote the welfare of children and protect them from harm, including abuse, neglect and exploitation.

Safeguarding and promoting the welfare of children is defined as:

• providing help and support to meet the needs of children as soon as problems emerge

• protecting children from maltreatment, whether that is within or outside the home, including online

• preventing impairment of children's mental and physical health or development

• ensuring that children 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

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.

School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating (KCSIE 2024).

Professional curiosity is where a practitioner explores and proactively tries to understand what is happening within a family or for an individual, rather than making assumptions or accepting things at face value.

There is a bespoke helpline for children and young people who've experienced abuse at school. This is also for professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

Definitions of abuse, neglect and exploitation:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children. Children are any people who have not yet reached their 18ᵗʰ birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as

anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.

Categories of Abuse:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include:
- not giving the child opportunities to express their views
- deliberately silencing them or 'making fun' of what they say or how they communicate

It may feature:

- age or developmentally inappropriate expectations being imposed on children
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning,
- preventing the child from participating in normal social interaction.
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying)
- causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Harmful behaviour can occur online or offline or both simultaneously. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:
- provide adequate food, clothing, and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/

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

- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2024).

- **Mental Health:** All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

- Where children have suffered abuse and neglect, or other potentially traumatic ACES (Adverse Childhood Experiences), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the Designated Safeguarding Lead or a Deputy.

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary School teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, vaping/smoking and alcohol. See Every Mind Matters for links to all materials and lesson plans.

There are three thresholds for and types of referral that need to be considered:

- is this a child with additional needs; where their health, development or achievement may be adversely affected?
- age-appropriate progress is not being made and the causes are unclear
- the support of more than one agency is needed to meet the child or young person's needs

Early Help

This is an approach that supports children and families as soon as a problem emerges. This can be from any point in a child's life, from the foundation years to teenage years. The support will help young people to thrive and reach their full potential. Early Help aims to stop issues from escalating, which results in less successful outcomes for young people.

Early Help does not require Social Worker intervention, is voluntary and is child and family focused.

Any child may benefit from Early Help, but staff should be particularly alert to the potential need for Early Help for a child who is more susceptible to abuse, neglect and/or exploitation. If the child;

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care Plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, or exploitation.
- is at risk of being radicalised or exploited.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; https://www.gov.uk/government/collections/domestic-abuse-bill
- is misusing drugs or alcohol themselves.
- has returned home to their family from care; and
- is a privately fostered child.

Child in Need (CIN)

Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
- their health or development is likely to be impaired, or further impaired, without the provision of such services
- they are SEND (and as such can face additional safeguarding challenges)

A Social Worker would complete an assessment in order to establish risk and then recommendations for support would be made.

Child Protection (CP)

Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems

This is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.

If this is a child protection matter, this should be discussed with the DSL and will need to be referred to the MASH by the School as soon as possible. Multi-Agency Safeguarding Hub (MASH) | Oxfordshire County Council

Looked after children (LAC) and previously looked after children (PLAC)

The DSL maintains details of the local authority personal advisor appointed to guide and support LAC and PLAC children and liaises with them as necessary regarding any issues of concern. PEP (Pupil Educational Plan) meetings are arranged with the social worker and any concerns are discussed as appropriate. With regard to safeguarding (child protection) a LAC is treated as any other pupil. The DSL would contact agencies if required.

More on the thresholds can be found here: Oxfordshire-Threshold-of-Needs-2021.pdf (oscb.org.uk)

APPENDIX B: Further information

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. [Harmful Practices - Oxfordshire Safeguarding Children Board (oscb.org.uk)](oscb.org.uk)

- **Indicators -** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of Schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to Schools and colleges.
- **Actions -** If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.
- **Mandatory Reporting Duty** -From October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the School's Designated Safeguarding Lead and involve the Integrated Front Door as appropriate.

Faith Based Abuse
 Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

When this type of abuse is suspected staff will make a referral to the MASH Team for support and guidance.

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Honour Based Violence and Forced Marriages

Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South, and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some susceptible adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. For more information see:

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-Schools-partnership

http://www.karmanirvana.org.uk/

Preventing Radicalisation

Protecting children from the risk of radicalisation should be part of Schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme

From 1 July 2015 all Schools are subject to a duty under Section 26 of the Counterterrorism and Security Act 2015 ('The CTSA 2015'). Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with Schools' responsibility to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on Schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for Schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all Schools should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs).

Designated Safeguarding Leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The **Prevent** guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual Schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the School of being drawn into terrorism. As a minimum, however, Schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in Schools. Schools should ensure that suitable filtering is in place. It is also important that Schools teach pupils about online safety more generally.

Further information and guidance are available on the OSCB website: Radicalisation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

The Department for Education has also published advice for Schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for Schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages and they will be required to provide their consent before any support delivered through the Channel programme is provided.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are susceptible to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here:

https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

Fabricated or Induced Illness / Perplexing Presentation
 Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child.

 These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means.

Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. School may involve other agencies in making their assessments. That could include School nurse, community paediatrician, occupational therapists for example.

Drugs and Alcohol

Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the Year 5-6 curriculum.

More details can be found at: Substance Misuse - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child.   Some parents, however, will be unable to meet the needs and ensure the safety of their children. The School will follow the guidance outlined in 'working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

Our approach is to recognise; seek support; instil preventive factors and monitor.   Designated Safeguarding Lead should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. The link below details the Early Help services available to children, young people, and their families.

Early Help and the Locality Community Support Service (LCSS) - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Gang and Youth / Serious Violence
 Children and Young People who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed susceptible. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse

https://www.gov.uk/government/publications/serious-violence-strategy.

 Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

 A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home.

- have been the victim or perpetrator of serious violence (e.g., knife crime).

Risk of Trafficking

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude, or the removal of organs.
- The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article
- "Child" shall mean any person under eighteen years of age.

Children trafficked into the country may be registered at a School for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in Schools which are situated near ports of entry, but practitioners should be alert to this possibility in all Schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller, or migrant families – who collectively go missing from School.

If a member of the School staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately.

Children who are absent from education for prolonged periods and/or repeated

If a child is missing during the School day

All staff should report any child who is missing from a normal day time activity, lesson or prep.

- Reports should be kept accurately.
- All staff should report a missing child immediately to Reception.
- Reception will contact a member of senior staff.
- If the child is missing when Reception is closed, staff should report missing child to the duty staff member or a member of the Senior Leadership Team.
- If a child is missing from the boarding setting House staff will follow guidance in the Boarding Handbook.

For further guidance staff should refer to the 'Attendance, Missing Student and Student Supervision Policy'.

Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can:

• children who have older boyfriends or girlfriends

• children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

A full list of indicators can be found here: Child Sexual Exploitation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Sexual harassment, violence, harmful sexual behaviours

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

- 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

It is important that Schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of School/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-School safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in Schools and colleges is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

(this document contains the relevant information, but was withdrawn in September 2022 as the information was included within KCSIE 2023).

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBTAI+), or are perceived by peers to be LGBTAI+, and pupils with SEND.

We recognise that these children can be targeted by other children, so it is vital your School provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding.

https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response ,

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

  Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here:

Rape Crisis England & Wales -

Sexual consent - a child under the age of 13 can never consent to any sexual activity.The age of consent is 16.

APPENDIX C – Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

Digital, online safety & remote Learning

- It is recognised by Sibford School that the use of technology presents challenges and risks to children and adults both inside and outside of School.
- The DSL has overall responsibility for online safeguarding within the School.
- Sibford School identifies that the issues can be broadly categorised into three areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and/or financial scams

The DSL Team and Leadership Team have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2024.

- We recognise the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2024 and EYFS 2019 have appropriate policies in place that are shared and understood by all members of the School community. Further information about specific approaches relating to this can be found in the Schools' 'Internet and Social Networking' Policy, the 'Student Computer Acceptable Use' Policy and the 'Use of pupil images' section of this policy.

- As Schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. We will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access School systems and internet provision. The School's approach to filtering and monitoring is set out in its E-Safety Policy. The School will follow published guidance on filtering and monitoring and ensure the following:

- The DSL and DDSL share the overall responsibilities to manage filtering and monitoring systems and will review them at least annually.

- The Safewatch process blocks harmful and inappropriate content without unreasonably impacting teaching and learning have effective monitoring strategies in place that meet their safeguarding needs.See Policy for Safewatch Alerts. Protocol for Safewatch alerts.docx

- We acknowledge that whilst filtering and monitoring is an important part of Schools online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the School control such as mobile phones and other

internet enabled devices and technology and where concerns are identified appropriate action will be taken. Children are taught to recognise when they are at risk and how to get help when they need it.

The School recognises that children's use of social media and the internet can rapidly change. As well as attempting to keep abreast of technological advances, we will endeavour to develop in children the capacity to respond appropriately when online, whether in or out of School.

In the boarding houses. Junior boarders (up to and including Year 10) are required to hand in any technology which can access the internet – these devices are locked in the offices by 10 pm. There are also technology-free nights. Houseparents are vigilant and monitor boarders' use of technology, looking for any evidence of inappropriate use, harmful online interaction, use of VPNs, signs of addictive behaviour, as well as any other use deemed to be unsafe. Staff are aware of the need to identify, intervene in and escalate any incident where appropriate.

All boarders are also made aware that if they have concerns about online safety, they should report this to the School. They are also aware that they can also report their concerns to CEOP, Child Exploitation and Online Protection Centre (CEOP website at https://www.thinkuknow.co.uk/).

Mobile phones are not permitted to be used during the school day. Pupils in KS3 and year 10 and below, should not have phones in School unless they are needed for transport reasons. Where pupils in KS3 and below do bring phones in to School, they need must hand them in and they will be locked away safely till the end of the school day

APPENDIX D - The use of reasonable force or physical restraint:

Physical restraint: All forms of corporal punishment are unlawful; the School <u>does not use or threaten corporal punishment.</u>

The use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for staff to use force to safeguard children. This is enshrined in law and applies to any member of staff at the School. It can also apply to people whom the Head has temporarily put in charge of pupils.

Application of code of restraint: This only applies where no other form of control is available and where it is necessary to intervene. The use of force or physical contact may be reasonable and proportionate in the circumstances to prevent a pupil doing, or continuing to do any of the following:

a. Committing a criminal offence;

b. Injuring themselves or others;

c. Causing damage to property, including their own; or

d. Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Before intervening: Before intervening physically staff should, wherever practicable, tell the pupil to stop and what will happen if they do not. Staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Staff should always avoid touching or holding a pupil in a way that might be considered indecent. Staff should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.

Inform senior staff and the DSL: Staff should inform the Head and the DSL immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint.

Staff should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil.

The parents should be informed about serious incidents involving the use of force.

In the EYFS setting, the parents will be informed about any use of force on the same day or as soon as is reasonably practical.

Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.

Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Note that:

- Any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;

- Staff should recognise the additional vulnerability of children with SEN, disabilities, and certain medical conditions before using reasonable force;

- Physical force could not be justified to prevent a pupil from committing a trivial misdemeanour;

- Any force should always be the minimum needed to achieve the desired result; or

- whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

Appendix E – Managing Allegations Against Staff

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Clerk of Committee should refer to this guidance if there is an allegation against the Head. This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of School or college, that might make an individual unsuitable to work with children, and is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO)

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harms threshold – referred to in 2023 guidance as 'low level concerns'

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that Schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

Low Level Concerns - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the School or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children.

- having favourites.
- taking photographs of children on their mobile phone.
  - Staff should not take photographs or video recordings on their own devices unless absolutely necessary, in which instance the images should be deleted as soon as they have been uploaded to the desired destination such as School X account (twitter).
  - You should not require more than 24 hours, to allow you to transfer these to the relevant person (for example Marketing).
  - If on a School trip, use trip phones to take images or seek permission from the Safeguarding Team to store images for any length of time.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- 'humiliating pupils'

Low level concerns should always be recorded with the head or Deputy Head (DSL). These will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

The School will inform the LADO should they receive an allegation relating to an incident that happened when an individual or organisation was using their School premises for the purposes of running activities for children. Examples of these include community groups, sports associations or service providers that run extra-curricular activities).

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

Allegations that may Meet the Harms threshold:

An Allegations and Consultation Referral Form must be completed by the Headteacher or manager in full and forwarded to the LADO via email within 24 hours**.** The LADO will be involved directly in any further investigations and will call Position of Trust Meetings (POT) for all professionals involved.

If the Allegation is against:	Refer to:
Staff Member	Head
Staff Member who is a relative of the Head	Clerk of School Committee
DSL (or DSL Team)	Head, then LADO
Head	Clerk of School Committee, then LADO
Clerk of School Committee	LADO
Supply Staff	Head (with agency support) LADO

Appendix F – Pre-Appointment Checks, Safer Recruitment and SCR

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, Schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website. This information should be kept on successful candidate's personnel file.
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in School and outside (including online), may have an implication for the safeguarding of children in the School. Where this is the case, the member of staff must speak to the School
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role

- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the School or college consider appropriate and verify professional qualifications, as appropriate
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check)
- consider carrying out an online search, Digital Screening, on shortlisted candidates to help identify any issues that are publicly available online. Where this happens, candidates will be notified.

Single Central Record

Schools must keep a single central record. The single central record must cover the following people: all staff (including supply staff, and teacher trainees on salaried routes) who work at the School: this means those providing education to children.

The information that must be recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained.

These checks are;

- an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check.
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

A record of staff leavers must be maintained on the Single Central record.

The SCR shall be updated in the light of any further legislation.

APPENDIX G - Safeguarding specific to Boarding

In accordance with National Minimal Standards (NMS), all boarding staff, at all levels, (including newly appointed and associate staff) must follow the School guidelines when responding to suspicions or allegations of abuse.

The School follows guidance from the National Minimum Standards for boarding Schools (September 2022). This policy is equally applicable to boarding house parents, any adults working in the School, and older boarders with positions of responsibility. With regard specifically to boarders, the DSL and the School will ensure that:

- staff supervising boarders outside teaching time are sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved. This is applicable to temporary staff and volunteers also;

- all boarding houses have at least one member of staff present, and accessible to boarders as necessary, in each boarding house at night;

- all staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding;

- all staff, including Graduate Assistants, with boarding duties have access to up-to-date written guidance on the School's boarding policies and practice;

- all staff are provided with a boarding handbook and access to specific policies and procedures which offer further support and guidelines. Staff must be aware of the policies and procedures which offer extra guidance on how to ensure that boarders are made to feel safe, valued and respected. The handbook also details procedures to be followed should a boarder go missing;

- staff are also aware, as per guidance in the handbook/NMS, to be vigilant as to the possibility of boarders using vapes, snus, smoking, drinking, or taking other harmful substances, all of which could potentially cause harm to individuals and all other residents of the boarding houses;

- the Business Manager and facilities team carry out regular risk assessments and assess the buildings for potential health and safety concerns, including risk of fire;

- staff are alert for signs of, and risk factors for, female boarders at risk of FGM, which is a serious criminal offence;

- senior pupils with positions of responsibility over other pupils receive training on appropriate action to take should they receive any allegations of abuse;

- pupil privacy is respected with regard to bedrooms, WCs and showers, and staff are aware of the need to be visible when on duty but not intrusive to the needs of the pupils;

- boarders are given many opportunities to be listened to and their views and concerns responded to. There is respect for diversity and sensitivity to race, culture, religion, gender, sexuality and disability;

- for all persons over 16 (not on roll at School) who live on the same premises as boarders but are not employed by the School, there is a DBS check completed at the enhanced level.

- there is a written agreement between the School and any person over 16 not employed by the School but living in the same premises as boarders (for example, members of staff households). This must specify the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify the DSL if they are charged with, or convicted of, any offence.

- any member of staff living among the boarding community is aware of their responsibility to adhere to this and to inform the DSL if anyone falls into one of the above two categories. If, at any stage they intend to change their living arrangements, they must notify the DSL immediately so the necessary procedures can be carried out. The DBS check and the written agreement will be held on file in the HR Department.

- Arrangements for alternative accommodation offsite away from pupils will be made where a member of boarding staff is suspended pending investigation of a child protection nature. Members of boarding staff who have been found to have a criminal conviction for abuse will be removed from accommodation in the boarding house or on the School campus.

- As with the main part of the School, all adults (non-employees) who come into the boarding houses must report to reception, sign in and wear a visitor's badge. This includes outside maintenance workers or contractors - the Business Manager should inform House Parents of any such visits.

- all persons visiting boarding accommodation (e.g. visitors outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. Those staff who are involved in boarding should play particularly close attention to this in order to ensure the safety of the boarders;

- boarding staff only use specified taxi companies for boarders' transport who have put in place DBSs for all their drivers.

- Members of the public are not permitted access to the boarding accommodation or have unsupervised access to boarders.

Access to accommodation:

During the school day boarding houses are closed and unless by arrangement with senior staff, access is available only to house parents, cleaning and maintenance staff. Under no circumstances should any member of staff make a confidential arrangement to visit a boarding house with a child.

If, in a rare circumstance, a child needs access to the boarding house in the day, staff should let another colleague know that they are taking the child or should contact the houseparent. Staff should always remain close to the door, never go upstairs, whilst the child collects any forgotten item. All boarding staff are given guidance on how to deal with potential issues in the boarding houses and how to minimise lone working / putting themselves in a vulnerable position with a pupil.

Within the boarding context, relationships may develop. The School forbids sexual acts between pupils in School. The School aims to keep such incidents confidential from other pupils but will refer and follow the guidance in this policy.

Staff are alert to the potential for peer abuse and that such abuse will be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Refer to the 'Child on Child' section of this policy;

Where there is a suspicion of abuse between pupils within boarding, the School recognises the importance of moving swiftly (notwithstanding its duty to refer concerns without delay to MASH) and the protection of all parties involved. This may require separation and additional supervision. We hope to minimise the possibility of child on child abuse within boarding by: promoting an open atmosphere of mutual trust within the boarding community; experienced boarding staff and supervision; access to people that can help, including the Independent Listener.

Under the Boarding School Association's 'Commitment to Care' Charter, BSA will be notified of any allegation of child on child abuse, as soon as it is permissible to do so. The School's report to BSA will include an outline of the allegation and external agencies that have been involved. It will not include any information that might identify individuals involved.

Senior House Captains will have training about how to keep boarders safe and identify possible abuse, must never abuse their role in the house and must report any abuse immediately.

APPENDIX H – Use of Pupil Images

Generally, the images of pupils used by School and family use, and those that appear in the press, are a source of pleasure and pride that can enhance the pupils' experience and self-esteem. Oxfordshire Safeguarding Children Board (OSCB) believe that the risk of a child being directly targeted for abuse through being identified by a stranger to be so small that, providing reasonable steps are in place to safeguard pupils, the practice of photography at School events by families, School, and the media, should be allowed. We hope parents will feel able to support the School in its use of pupil images to celebrate their achievements, promote the work of the School, and for important administrative purposes such as identification and security.

Consent

The image of a child is defined as personal data as outlined in the Data Protection Act 1998. It is a requirement that consent is obtained from the parent of a child or young person under the age of 18 years for any photographs or video recordings of that child for purposes beyond the School's core educational function.

Parents who accept a place for their child at the School are invited to agree to the School using images of their child as set out in this policy via the permission form included with the School's joining information. By signing the permission form parents are giving consent which will be updated annually when parents are asked to update the data collection sheet on their child.

Parents who wish to withhold or subsequently withdraw consent should contact the Head in writing. School might request a meeting to discuss any particular concerns behind such a decision and will respect the wishes of parents where reasonably possible, and in accordance with this protocol.

The School recognises that children have their own rights under the Data Protection Act, including the right to give or withhold consent to use of their personal data and to be informed about its use, and will endeavour to ensure that:

   a. this protocol is drawn to the attention of senior School pupils;
   b. pupils know when and why they are being photographed or filmed by or on behalf of the School; and
   • any objections to the use of their images are, where appropriate, respected.

Use of cameras and other filming equipment by parents and visitors

Parents and visitors must obtain permission from the Head, before taking images of children in the Early Years classes. Teachers, visitors, and volunteers of EYFS are NOT permitted to have their phones in the classroom.

Parents and visitors are ONLY permitted to take photographs or to make video recordings of their own children and for their own personal use. Recording and/or photographing other than for private use would require the consent of the other parents or guardians whose children may be captured on film, without which the Data Protection Act 1998 would be breached. Images which may identify other pupils should NEVER be made accessible to others via the internet, social media or published in any other way.

Parents and visitors may be asked to refrain from taking photographs or recordings of pupils should the School decide that the taking of such photographs or recordings may compromise the safety and/or welfare of a pupil or pupils,or be overly intrusive.

The School reserves the right to refuse or withdraw permission to film or take photographs (at a specific event or more generally), from any parent who does not follow these guidelines, or is otherwise reasonably felt to be making inappropriate images.

Use of cameras and other filming equipment by staff and volunteers

Staff and volunteers are permitted to take images of pupils only if such images are for use in contributing to the educational and broader aims of Sibford School. Where possible, images should be taken using School equipment but where personal equipment is used the images should be loaded onto the School's IT system as soon as possible (48hrs maximum or when returning from a School trip, as soon as is practicable) and deleted from the personal equipment.

If a member of staff or volunteer takes an image of a pupil whilst in his/her capacity as an individual, in his/her own time, in the capacity of parent or guardian, or as a parent or guardian of a friend of a pupil, it is the responsibility of that member of staff or volunteer to ensure that the image is appropriate, stored properly and does not breach any laws of England and Wales in its content or in the way it is used.

Use of cameras and other filming equipment by pupils

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or any worrying issues, to a member of staff.

The use of cameras or filming equipment (including on mobile phones) is not permitted at anywhere in School by pupils at any time in without staff permission for educational purposes only. Nor should photography or filming equipment be used by pupils in a manner that may offend, or cause upset. This includes the boarding houses where boarders must not have their privacy compromised.

The misuse of cameras or filming equipment which breaches this policy, or the School's Child Protection/Safeguarding Policy, Social Respect (anti-bullying) Policy, Data Protection policy, IT Acceptable Use Policy or the School rules is always taken seriously, and may be the subject of disciplinary procedures. The misuse of images may also be a criminal offence and may be reported to the Police.

Use of pupil images in School publicity

Sibford School positively encourages outside interest in its activities. The School uses a wide range of media to create awareness of the School, its aims and objectives amongst past, present and future parents and pupils, the wider educational establishment and the public at large.

Photographs, images and other pictorial representations of pupils or pupils' activities and expeditions will appear in School publications, displays, web pages, reports, media releases, advertising and public relations materials.

The School will approve all images used for press and public relations purposes. A member of staff (or authorised adult representative) will be present when an image is taken by the press or broadcast media in relation to an authorised press release or broadcast from the School. All press and broadcast contacts must go via the Head/DSL who will ensure that the images are suitable for purpose and are in accordance with the Quaker values of the School.

Use of pupil images for identification and security

All pupils are photographed on entering the School and, thereafter, at regular intervals, for the purposes of internal identification. These photographs identify the pupil by name, year group, house and form/tutor group.

Use of pupil names

It is the School's policy to use pupils' first names only in the press and other broadcast media, newsletters, magazines, annual reports and other similar publications. These publications may also appear on the School website.

Pupils in the Junior School will be identified **only** by first name. The full names of pupils in the Senior School may be used, in rare circumstances, with the permission of the Head/DSL and parents/guardians. Normally only first names will be used especially where pupils are identified on online social media, in photographs or videos.

Safeguarding

The inappropriate taking and use of pupil and other community images will be taken seriously and with due regard to the School's Safeguarding and Child Protection Policy, the Malicious Communications Act 1988 and the Data Protection Act 2018.

Images of children will only be used if they are in suitable clothing. Staff wishing to use images of pupils should consider the type of images that appropriately represent the School and the activity being portrayed. There are many activities Schools can be involved in but, clearly, activities such as swimming, gymnastics and athletics present a higher risk for potential misuse than others. Images of these activities should focus on the activity rather than on a particular child; they should avoid showing the full face and body of a child; they should show children either in the water, or from the shoulders up. Staff must check with the DSL Team if they are unsure about what is appropriate; keeping children safe is always our first priority.

Concerns

Any concerns about inappropriate or intrusive photography should be raised immediately with the event organiser or any member of staff. The DSL should be informed and will consider what further action should be taken.