
RUPERT HOUSE SCHOOL



SAFEGUARDING & CHILD PROTECTION POLICY

Policy Owner - Deputy Head Pastoral/ DSL

Management Committee responsible: Senior Management Team

Governor oversight: Safeguarding Governor

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(or earlier if there is new legislation)

Rupert House School

SAFEGUARDING AND CHILD PROTECTION POLICY

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| Key Personnel | Name (s) | Contact details |
|--|--|--|
| Head | Mr Nick Armitage | narmitage@ruperthouse.oxon.sch.uk |
| Designated Safeguarding Lead (DSL) | Mrs Susie Newman | snewman@ruperthouse.oxon.sch.uk |
| Deputy DSL(s) | Mrs Frances Harris Nr Nick Armitage | fharris@ruperthouse.oxon.sch.uk narmitage@ruperthouse.oxon.sch.uk |
| School's named 'Prevent' lead | Mrs Susie Newman | snewman@ruperthouse.oxon.sch.uk |
| Nominated Safeguarding Governor | Dr Michelle Brennan | Contacted via DFO Wendy Emslie wemslie@ruperthouse.oxon.sch.uk |
| Chair of Governors | Mr Charles Lowe | Contacted via DFO Wendy Emslie wemslie@ruperthouse.oxon.sch.uk |
| Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs) | Jo Lloyd Donna Crozier Sandra Barratt Lorna Berry Becky Langstone (ESAT) | 01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk |
| Locality Community Support Service (LCSS) worker | | Office: 0345 2412608 Email: lcsssouth@oxfordshire.gov.uk Henley link worker: Edith Williams 07788 302193 |
| Multi Agency Safeguarding Hub (MASH) | | South Oxfordshire: 0345 050 7666 Buckinghamshire: 01296 383962 Berkshire: 01189 373641 |
| Out of hours Emergency Duty Team (EDT) | | South Oxfordshire: 0800 833408 Buckinghamshire: 0800 9997677 Berkshire: 01344 786543 |
| Police | | 101 or in emergencies 999 |

POLICY STATEMENT

This Policy applies to Rupert House School ('the School') which includes the EYFS setting. This Policy is reviewed and updated annually (as a minimum) and is available on the School website and to parents via the school office. The School recognises its responsibility for safeguarding and child protection.

1. INTRODUCTION

- 1.1. It is essential that everybody working in the school understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. The School is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.
- 1.2 Our pupils' welfare is our paramount concern. The Governing Body will ensure that the School will safeguard and promote the welfare of pupils and that the School will work together with agencies to ensure that there are adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

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

- 1.3. 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 (OSCB) safeguarding Policies and Procedures: [Welcome to the Oxfordshire Safeguarding Children Board... \(trixonline.co.uk\)](https://www.trixonline.co.uk)

These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

- 1.4. This Policy applies to all members of staff in the School, including all permanent, part-time, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

2. THE LEGAL FRAMEWORK

- 2.1. This Policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023 (KCSIE) and any updates thereof.

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

3. ROLES AND RESPONSIBILITIES

- 3.1. The School's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Mrs Susie Newman. The Deputy Designated Safeguarding Leads (DDSLs) are Mrs Frances Harris and Mr Nick Armitage to ensure there is always appropriate cover for this role. The responsibilities of the Designated Safeguarding Leads and all Deputies are described in Appendix A.
- 3.2. The Governing Body is responsible for ensuring that safeguarding arrangements are fully embedded within the School's ethos and reflected in the School's day-to-day practice.
- 3.3. All staff members, governors, 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.
- 3.4. The 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. The School also has a statutory duty to report and record any of the above incidents.
- 3.5. The School and Governing Body take all reasonable action to limit children's exposure to the risks from the School's IT system and to ensure the School has appropriate filters and monitoring systems in place and regularly review their effectiveness.

4. SUPPORTING CHILDREN

- 4.1. The School will support all pupils by:
 - ensuring the content of the curriculum includes social and emotional aspects of learning; through Personal, Social, Health and Economic education (PSHEE), Relationships and Sex education (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.
- encouraging pupils to talk about feelings and deal assertively with pressures, ensuring pupils are listened to and providing pupils with a range of appropriate adults to approach as needed.
- supporting children to feel safe, to develop confidence and independence and to increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying. The Anti-Bullying Policy is available on the school website.
- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse, Early Help and preventative services
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- 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. The Behaviour Policy is on the school website.
- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment.
- acknowledging the importance of ‘contextual safeguarding’,
<https://contextualsafeguarding.org.uk/>
Safeguarding incidents and/ or behaviours can be associated with factors outside school and can occur between children outside school. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/ or behaviours occur. The School will, as part of the wider assessment of the children, consider whether environmental factors are present in a child’s life that are a threat to their safety and/or welfare. If required, the School will share as much information with Children’s Social Care as possible to enable consideration of all the available evidence and full context of any abuse.
- 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 susceptible and all staff have the skills, knowledge and understanding to support these children.

5. **PROCEDURES TO FOLLOW WHEN DEALING WITH A DISCLOSURE AND/OR CONCERN AND RECORD KEEPING**

5.1. If a member of staff has a concern about a child or if a child makes a disclosure, staff must act immediately and appropriately respond by listening carefully and offering reassurance. Staff should not assume that somebody else will take action and they must share information that might be critical in keeping children safe. If in doubt about what information can and should be shared staff should speak to the DSL. Staff should:

- i) Listen to the wishes and feelings of the child, but not promise any confidentiality. Staff should not ask any leading questions and they should not make any judgements.
- ii) Make an accurate factual record as soon as possible including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Record details of any injuries
 - Explanations given by the child/ adult
 - What action was taken
 - Any actual words or phrases used by the child
 - Any questions the staff member asked (remembering not to ask any leading questions)

The records must be signed and dated by the author (or equivalent on electronic based records). Concerns are recorded electronically on the reporting system *MyConcern* (The Safeguarding Company).

- iii) Report it to the DSL/DDSL
- iv) The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
- v) In the absence of the DSL/ DDSL, staff will refer directly to MASH or the child's social worker (if applicable) and to the police if there is a significant concern. They can choose to contact the Locality & Community Support Service (LCSS) for advice and guidance.

- vi) Child in danger or at risk: if a member of staff (including agency staff, governors and volunteers) believes that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/ or the Police. See: [When-to-call-police-guidance-for-schools-and-colleges.pdf \(governmentevents.co.uk\)](https://www.governmentevents.co.uk/when-to-call-police-guidance-for-schools-and-colleges.pdf)

Any such referral must be made immediately (at the least within the same working day) of the staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and children's social care. If anyone other than the DSL makes such an urgent referral, they must inform the DSL as soon as possible. The local authority should acknowledge receipt within 24 hours and make a decision about the next steps. Staff should challenge inaction and follow this up with the DSL/ local authority as appropriate. All concerns, discussions and decisions made and the reason they have been made should be recorded on *MyConcern*.

- 5.2 The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.
- 5.3 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 enabling children to express their views and give feedback about subsequent practical arrangements.
- 5.4 The School will discuss any concerns 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. The School will record any decision not to discuss with parents and why.
- 5.5 Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the School. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own Data Protection Policy.
- 5.6 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. The School will ensure that when a pupil who is the subject of a Child Protection (CP) Plan 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.
- 5.7 The Head will be kept informed of any significant concerns by the DSL, and all other staff are informed on a need-to-know basis.

The School operates its processes with the best interests of the pupil at heart.

The School's Code of Conduct for staff can be found in the current policies section on the School's Academic link. The aim of the Code of Conduct is to provide clear guidance to

staff about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil.

6 THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING

The Police and Criminal Evidence act advises that “The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and susceptible persons”, with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a susceptible detained person’s rights and entitlements, as well as helping the detained person understand their rights.

7 INFORMATION SHARING

- 7.1. The School recognises that all matters relating to Safeguarding are confidential.
- 7.2. All staff members have a professional responsibility to share information with other agencies to safeguard children.
- 7.3. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing to safeguard and promote children’s welfare.
- 7.4. The School 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.
- 7.5. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

8. MULTI AGENCY WORKING

- 8.1. The School will develop and promote effective working relationships with other agencies, including agencies providing Early Help services to children, the police, and Children’s Social Care. See Appendix B for the definition for Early Help and categories of susceptible children who might benefit from Early Help.

Staff who consider that a pupil may benefit from Early Help should discuss this with the DSL who will consider the appropriate action to take in accordance with the OSCB referral threshold document. The DSL will support staff in liaising with external agencies and professionals. If Early Help is appropriate, the matter will

be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

- 8.2. The School will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children
- 8.3. The School will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the Oxfordshire Children's Safeguarding Board. The School will ensure that there is a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

9. SAFER RECRUITMENT

- 9.1. The School is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- 9.2. The Governing Body and Senior Management Team (SMT) are responsible for ensuring that the School follows safe recruitment processes outlined within guidance in KCSIE and the School's Safer Recruitment Policy.
- 9.3. The School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- 9.4. The Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.
- 9.5. The School is also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2018 and related obligations under the Childcare Act 2006 in schools
- 9.6. The School will ensure that contractors and providers are aware of the School's Safeguarding Policy and procedures. The School will require that employees and volunteers provided by these organisations use the correct procedure to report concerns.
- 9.7. The School will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with the most up to date version of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges*. If assurance is not obtained, permission to work with our children or use the school premises may be refused.

- 9.8. When the School commissions services from other organisations, it will ensure that compliance with the School's Policy and procedures is a contractual requirement.
- 9.9. The School advises all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.
- 9.10 Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children are set out in the School's Safer Recruitment Policy.
- 9.11 The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised ARE set out in the Educational Visits and Internal Visits Policy.

10. TRAINING

Induction and training are in line with advice from OSCB.

- 10.1. All staff in the school are expected to be aware of the signs and symptoms of abuse (see attached appendices) and must be able to respond appropriately.
- 10.2. In order to provide them with the knowledge and skills required to carry out their role, the DSL and all DSLs undergo their DSL training every 2 years through the OSCB to enable them to fulfil their role.
- 10.3. Training is provided for all staff to a generalist level at the beginning of every academic year, and updates around safeguarding are shared with staff regularly through staff meetings and circulated material.
- 10.4. Separate training is provided to all new staff on appointment as part of their induction process. This includes training on Online Safety. There is an Induction Policy in place.
- 10.5. The Governing Body ensures that all governors receive appropriate safeguarding and child protection (including online) 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 will be regularly updated.
- 10.6. The School 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.
- 10.7. 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 in line with *Working Together 2018*. These will occur annually or more frequently when necessary.

- 10.8. The school will maintain accurate and up to date records of staff induction and training.

11. WHISTLEBLOWING IN A SAFEGUARDING CONTEXT

- 11.1. 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 correctly. This does not replace the whistleblowing Policy and should be read in conjunction with the school Policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them 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.

Within Rupert House School the Head, Mr Nick Armitage, is the senior manager and responsible for all staff. If anyone is concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk they should, in the first place, make the Head aware.

If the concern is about the Head, this should be raised with Mr Charles Lowe, the Chair of Governors, by contacting the DFO, Mrs Wendy Emslie: wemslie@ruperthouse.oxon.sch.uk

If it is preferable to raise concerns outside of the school, then people are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations, or make contact with Oxfordshire County Council,

If someone believes 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 the Designated Officers team (LADO) may be contacted direct on 01865 810603 or email: lado.safeguardingchildren@oxfordshire.gov.uk

If someone believes that a child is being abused by individuals outside the school, a referral can be made to Children's Social Care by calling the MASH on **0345 0507666** (office hours) or **0800 833 408** (outside of office hours).

Further guidance for staff can be accessed through: [Child abuse concerns: guide for practitioners - GOV.UK \(www.gov.uk\)](#) and through the NSPCC website [What is Child Abuse & How to Keep Your Child Protected | NSPCC](#)

12. SITE SECURITY

- 12.1. All staff members have a responsibility to ensure the school buildings and grounds are safe, this includes ensuring the safety of any visitors into school.
- 12.2. Visitors to the School must sign in at the front office. Their ID will be checked and they will be given an identity sticker or lanyard, as appropriate. Visitors are advised about the procedures in case of fire and they are issued with a Safeguarding information leaflet. Visitors are required to sign out in the front office at the end of their visit.
- 12.3. 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.

13. QUALITY ASSURANCE

- 13.1. The School will ensure that systems are in place to monitor the implementation of and compliance with this Policy and accompanying procedures.
- 13.2. The school's SMT and the Governing Body will ensure that action is taken to remedy any deficiencies and weaknesses identified in child protection arrangements without delay.

14. POLICY REVIEW

- 14.1. 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.
- 14.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures.
- 14.3. Additional updates to this Safeguarding & Child Protection Policy and appendices will take place when needed.

APPENDIX A

The role of the Designated Safeguarding Lead (DSL)

The DSL should maintain an overview of safeguarding within the school and take lead responsibility for promoting educational outcomes by knowing about the welfare, safeguarding and child protection issues.

The DSL will ensure that the school operates within the legislative frameworks and recommended guidance and will be continually aware of any changes in statutory requirements and will alter school documentation accordingly, informing Governors and staff of any changes.

During term time the DSL should always be available (during school hours) for staff at school to discuss any safeguarding concerns. In exceptional circumstances this may be via phone or Teams/ Zoom.

Raising Awareness

The DSL should:

- Ensure the School's child protection policies are known, understood and used appropriately,
- ensure the School's Safeguarding & Child Protection Policy is reviewed annually (as a minimum), that the procedures are updated and reviewed regularly, and work with the Governing Body regarding this,
- ensure the Safeguarding & Child Protection Policy is available publicly, and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this,
- link with the Local Safeguarding Children Board (LCSS) to make sure staff are aware of the training opportunities and the latest local policies on safeguarding.

Managing referrals:

- Refer cases to MASH from school staff (or any others from outside school) and the police where appropriate, in a timely manner and 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.
- Have responsibility to ensure there is at least one key adult for 'Operation Encompass' and a point of contact for Child Exploitation.

Guiding principles of the scheme are here:

<https://www.operationencompass.org/school-participation>

An annual information letter must be sent to parents.

- To ensure that the Local Authority are notified if children are persistently absent or [missing from education](#)

Record keeping:

- Keep written (or online) records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Ensure the School has at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- When a child leaves the School, the Designated Safeguarding Lead will contact the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school promptly. The School 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.

Multi-agency working and information sharing

- The DSL is expected to liaise with the Head to inform of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations.
- The DSL recognises and is committed to their responsibility to work with other professionals and agencies in line with statutory guidance.
- The DSL will refer all cases of suspected abuse to any of: the local authority children's social care unit, the LADO, The Disclosure and Barring Service (cases where a person is dismissed or has left due to risk/ harm to a child), the Safeguarding Governor or the Police.
- The School is not the investigating agency when there are child protection concerns. It will, however, contribute to the investigation and assessment processes as required. The School recognises 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.
- The DSL will ensure that child protection information is transferred to a pupil's new school
- Liaise with staff on matters of safety and safeguarding, and when deciding to make a referral, by liaising with relevant agencies. Will also act as a source of support, advice and expertise for staff.

Training:

The DSL will ensure all staff undertake appropriate and regular training in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
- understand the assessment process for providing early help and intervention, e.g., OSCB thresholds of need, preventative education, and the local offer.
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening to or hearing domestic abuse.
- be able to identify changes in behaviour or other aspects of pupils' demeanours that may indicate radicalisation and to know how to report suspicion of radicalisation.

In addition, the DSL will:

- Ensure 'Safeguarding' maintains a high profile at staff meetings.
- Ensure each member of staff has read and understands the school's Safeguarding & Child Protection 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 absent from or missing from education, as well as the Staff Code of Conduct, dealing with disclosures and managing allegations processes.
- Organise face-to-face whole-school Safeguarding training for all staff members every year.
- Ensure their own and the DDSLs training remains in date (every 2 years)
- Ensure all staff are aware of key policies and systems within the School which support safeguarding, and these should be explained to them as part of staff induction.
- Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development (CPD) opportunities.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- Maintain accurate records of induction, ongoing training, and continual professional development (CPD) relating to safeguarding.

Quality assurance:

- Monitor the implementation of and compliance with policies 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 Governing Body detailing changes and reviews to child protection policies, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

Support for staff:

- The School has a framework for providing an opportunity to staff who are working directly with susceptible young people to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

The role of the Deputy Designated Safeguarding Lead(s) (DDSL):

- To be fully conversant with the role and expectations of the DSL as detailed above.
- To perform the duties of the DSL when requested and when the DSL is not on the premises.
- To attend DSL training in line with local authority requirements at least every two years.

APPENDIX B

Definitions, Categories of Abuse and Mental Health

DEFINITIONS

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out in the Education and Training (Welfare of Children) Act 2021.
- **Child protection** 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 where significant harm is suggested.
- **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.

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

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.

A bespoke helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance. If anyone has a concern about something, they can contact the NSPCC helpline Report Abuse in Education on **0800 136 663** or email help@nspcc.org.uk

- **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 [or her] health or development shall be compared with that which could reasonably be expected of a similar child.’
- **Susceptible children:** Any child may benefit from [Early Help and the Locality Community Support Service \(LCSS\) - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#), but all school staff should be particularly alert to the potential need for Early Help for a child who:
 - is disabled and has specific additional needs.
 - has special educational needs (whether 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
 - is a privately fostered child.

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.

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, 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 and is specifically highlighted in KCSIE.

Symptoms of abuse may include:

- Unexplained injuries, such as bruises, broken bones, or burns
- Sexual behaviour or knowledge that's inappropriate for the child's age
- Delayed or inappropriate emotional development
- Loss of weight, poor growth or hygiene
- Behavioural problems or changes, such as hostility, hyperactivity, anger, aggression, or withdrawal
- Reluctance to leave activities or go home
- Fearful behaviour, such as nightmares, trouble sleeping fear of adults
- Depression, passivity, or self-harm
- Substance abuse or sexualised behaviour
- Avoidance of undressing or touch

MENTAL HEALTH

- All staff should also 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 adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding & 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 for Education has published advice and guidance [Preventing bullying - GOV.UK \(www.gov.uk\)](#) and [Mental Health and Behaviour in Schools](#). 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, smoking and alcohol. See [Every Mind Matters](#) for links to all materials and lesson plans.

The School has a Designated Mental Health Lead as well as several Mental Health First Aiders who can support staff and children.

There are three thresholds for and types of referrals 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

If this is a child with additional needs an Early Help Assessment will be discussed between the child, the school and parents and the matter may be progressed with the help and advice of OSCB. Parental consent will be obtained for an EHAT to be completed.

Is this a child in need matter? 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).

If this is a child in need, the issues will be discussed with the Designated Safeguarding Lead and parents. Consent for the referral will need to be obtained.

Is this a child protection matter? 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

More information about the thresholds can be found here: [Oxfordshire-Threshold-of-Needs-2021.pdf \(oscb.org.uk\)](#)

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the MASH by the school as soon as possible. [What to do if you think a child is at risk of abuse or neglect - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)

APPENDIX C

Further information and advice on correct procedures to follow

Allegations of abuse against 'staff' (including the Head, Governors, Volunteers and contractors)

The School's procedures for managing allegations against staff who are currently working in the school follow DfE statutory guidance and OSCB arrangements and apply when 'staff' have or are alleged to have:

- behaved in a way that has or may have harmed a pupil
- possibly committed a criminal offence against or related to a pupil
- behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children
- behaved in a way that indicates they may not be suitable to work with children

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

If an allegation is made against anyone working with children in the School, the School will not undertake its own investigation of allegations without prior consultation with the LADO or, in the most serious cases, with the Police, so as not to jeopardise statutory investigations.

KCSE guidelines indicate: where there is an allegation about a supply teacher, whilst the School is not the employer of the supply teacher, the School will ensure allegations are dealt with properly. In no circumstances should the school decide to cease to use a supply teacher due to safeguarding concerns without finding the facts and liaising with the LADO to determine a suitable outcome. The school will usually take the lead in any investigations. All allegations should be investigated as a priority to avoid any delay.

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

Child on Child abuse, Sexual harassment, Violence and harmful sexual behaviours (which includes 'upskirting', see below)

These 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. It is important that staff recognise the indicators and signs of child-on-child abuse and that they respond accordingly. These could be:

- absences from school or disengagement from school activities
- physical injuries
- mental or emotional health issues

- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance abuse
- changes in behaviour
- inappropriate behaviour for age
- harmful towards others

Staff should be aware of:

- Bullying (including cyber bullying, prejudice based and discriminatory bullying)
- Physical abuse
- Initiation/ hazing violence and rituals
- Upskirting
- Gender-based issues
- Sexual assault
- Abuse in intimate personal relationships between peers
- Harmful sexual behaviours including causing someone to engage in sexual activity without consent
- Consensual and non-consensual sharing of nude and semi-nude images or videos
- Sexual violence and sexual harassment

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment it means ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When sexual harassment is referenced, this is 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 places 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 available in the DfE guidance Keeping Children Safe in Education (latest version).

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+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. It is recognised that these children can be targeted by other children, so it is vital that the School provides 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 School takes the following steps to minimise the risk of child-on-child abuse:

- Pupils are always encouraged to feel confident to express themselves and to know that they can speak out
- Pupils know that they will be heard and that their concerns will be taken seriously
- Pupils are encouraged to confidently report any issues of unkindness or bullying

The 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. The School has a statutory duty to report and record any of the above incidents. 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.

All such incidents should be immediately reported to the Designated Safeguarding Lead or to a DDSL and will be managed in accordance with our child protection policies. Victims of harm will be supported by the school's pastoral system, their wishes and feelings will be considered, and they will be made aware that the law on child-on-child abuse is there to protect them, not criminalise them.

The DSL, the Head of IT and the IT Manager 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>

Child Absent or Missing from Education

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.

A child who is persistently absent from school or missing from education is a potential indicator of abuse or neglect. School staff should follow the procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in future.

Action to take at Rupert House if a child is absent or missing from education:

- Make contact with the parent, second contact, relatives, neighbours using known contact details.
- Once the whereabouts of a child is unclear, contact the local authority.

The local authority will help the school to take the appropriate actions, and make checks as necessary, including: checking with other local schools and authorities; making home visits (following local guidance concerning risk assessment and if appropriate making enquiries with neighbours); checking with agencies known to be involved with the family; check with UK Visas and Immigration and/ or The Border Force.

The list is not exhaustive or prescriptive, and so the School will treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. 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>

The School must inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g., home education, have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of the period
- have been permanently excluded

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. Schools should contact the Admissions Team: Tel: 01865 815175. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The School must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

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 as exploitation. As well as being physical this can be facilitated and/or take place online.

Child Sexual Exploitation (CSE)

CSE 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; and children who suffer from sexually transmitted infections or become pregnant.

[Child sexual exploitation: guide for practitioners](#)

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

Child Criminal Exploitation (CCE)

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities across Merseyside and the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime for the benefit of others. In return

they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County Lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives, and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities.

Further information can be found here: [Child Criminal Exploitation - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](https://www.oscb.org.uk)

Consent

Sexual consent

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

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 -](https://www.rapecrisis.org.uk)

Digital Safety & Remote Learning

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation etc. Technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be 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

Internet Safety is an integral part of the School's Computing Curriculum and it is also embedded in the PSHEE curriculum.

The School has an E-Safety & IT Acceptable Use Policy, which covers the use of devices, mobile phones, cameras, and other digital recording devices such as iPads. The Policy details the School's IT arrangements to ensure the children are safe from terrorist and extremist material when accessing the internet through the School's systems. The Policy also reinforces the importance of online safety, including making parents aware of what the School asks children to do online (e.g., sites they need to visit or who they'll be interacting with online).

The Governing Body has oversight that the School is doing all it reasonably can to limit children's exposure to the risks from the School's IT system and to ensure the School has appropriate filters and monitoring systems in place to help manage online behaviour and reduce the risk of children being exposed to potentially harmful and inappropriate material or interactions with others online. It also ensures that these systems are regularly reviewed for their effectiveness by the DSL, the Head of Computing, the IT Manager and the Safeguarding Governor.

The School currently uses Securly, with filters which are maintained by the School and which offers an overview of online activities both at school and at home when pupils are using school devices. All activity is regularly monitored by the IT Manager who reports back to the DSL and Head of Computing.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the age range of the pupils, the number of pupils, how often they access the IT system, and the proportionality of costs vs risks are all considered.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#) There is guidance below designed to help parents and carers to keep their children as safe as possible when online: [Keeping children safe online | NSPCC](#)

For online safety, there is recognition that most children are using data on their phones, on the 3G, 4G or 5G network. Pupils are generally not allowed access to their mobile phones (with the exception of those pupils needing to use their mobile phone for medical purposes), and although they will not, therefore, be accessing the internet whilst at school, the School is aware of the potential risks. As such, children with phones in school are carefully monitored.

Staff are not permitted to use their personal mobile devices or cameras in the presence of children. Staff who act in breach of this may be subject to disciplinary action. The School displays notices advising visitors or parents/carers that mobile phones are not to be used in the setting. If a visitor or parent/carer is seen using their mobile phone or device, they will be asked to switch it off.

The Remote Learning Policy demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The school maintains the capability to provide remote education when it is not possible for some or all their pupils to attend in person.

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

The E-Safety & IT Acceptable Use Policy is on the school website.

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 is built into the year 5-6 curriculum.

More details can be found at: [Substance Misuse - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](http://www.oscb.org.uk)

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. The School may involve other agencies in making an assessment. This could include, for example, a community paediatrician or occupational therapists.

Faith Based Abuse

This Policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief'. This abuse is described 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>

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 \(oscb.org.uk\)](http://oscb.org.uk)

Indicators - There is a range of potential indicators that a girl may be at risk of FGM.

- Difficulty walking, sitting or standing
- Spending a longer period of time in the bathroom or toilet
- Displaying unusual behaviour after being off
- Reluctant to being undressed after having a wet accident
- Long unexplained absences
- Complaints of pain between legs
- Appearing quiet, anxious, or depressed
- Significant changes in behaviour, such as becoming withdrawn

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. 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 progress matters as appropriate.

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. 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).

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

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.' For more information see:

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

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

Induction

All staff are provided with induction training that includes: the role and identity of the DSL/ DDSLs, the routines of the school day, the geography of the premises, the Safeguarding & Child Protection Policy (which includes information about children who go missing from education), the Behaviour Policy, the Anti-Bullying Policy, the E-Safety & Acceptable Use Policy, the Staff Code of Conduct (including the Whistleblowing procedure and use of communications and social media), the updated version of KCSIE, Part one and

Annex B or if they being employed as part of the management team staff should read the entire document. Governors are expected to read the whole document.

Temporary staff and volunteers are provided with safeguarding information depending on the length of their visit and type of contact they will have with children. They are asked to read the latest version of KCSIE Part One and Annex B and they are asked to read a safeguarding leaflet (available in the front office).

The School will complete a risk assessment on all volunteers and will use their professional judgement and experience to decide whether or not to obtain an enhanced DBS certificate considering: the nature of work with children, what the School knows about the volunteer including formal/ informal information offered by staff, parents and other volunteers, references and whether the role is eligible for an enhanced DBS risk.

Managing Allegations against staff (including Low Level Concerns)

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. The Chair of Governors must 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, that might make an individual unsuitable to work with children, and this is known as transferable risk. Where appropriate, an assessment of transferable risk to children with whom the person works should be undertaken. If there is any doubt advice will be obtained 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 KSCIE guidance as ‘low level concerns’

The School has the appropriate policies and processes in place to manage and record any such concerns and to take appropriate action to safeguard children.

The Governing Body has access to 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.

'Low Level Concerns' – the School has created 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. It is critical that they are recorded and dealt with appropriately.

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.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- 'humiliating pupils'

Such concerns must always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

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

An Allegations and Consultation Referral Form must be completed by the Head in full and forwarded to the LADO via email within 24 hours.

One to one situations

If staff need to speak to a pupil separately, they should take steps to ensure that they do not put themselves in a position whereby they could be accused of improper behaviour and have no witnesses to support them.

Procedures which could be followed include: leaving the door of the room wide open, having another staff member present or seeing pupils in groups.

Staff working 1:1 with pupils are more vulnerable to allegations. They should recognise this possibility and plan accordingly. Glass panels on classroom doors should not be covered.

Off-Site teaching/ performances/ Residential trips

These could occur on residential trips, or when the children are studying/ working in community venues e.g. the Kenton Theatre or the Town Hall. The rules and principles of safeguarding and child protection as laid out in this Policy still apply, but staff may become aware of different challenges to keeping safe which are posed by different venues or circumstances. Rules for trips are laid out in the Educational Visits & Trips Policy. Staff should be particularly aware that they should not be alone at night with a child and that children should not visit staff accommodation. Staff should seek advice from the DSL if a venue poses unforeseen safeguarding challenges.

Physical Contact with Pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but they should only do so in ways appropriate to their professional role. A 'no-touch' approach is impractical for most staff, more particularly in the EYFS classes. When physical contact is made with pupils, this should be in response to their needs at the time, of limited time and it should be age appropriate. For example, there may be occasions when a distressed pupil needs comfort and reassurance. Staff should use their professional judgement at all times about the appropriateness of any physical contact. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to the DSL and/ or the Head.

Physical contact which occurs regularly with an individual pupil, for example in relation to pupils with SEND or physical disabilities should be agreed with parents and be part of an agreed action plan which is subject to review.

Staff who teach PE or who offer music tuition will, on occasions, have to initiate physical contact to support a pupil or to demonstrate. This should be done with the pupil's agreement. Such contact should be for the minimum time possible to complete the activity and ideally should take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

There is a separate Intimate Care Policy in place which is particularly relevant to children in the EYFS classes but can pertain to all children in the School.

Pre-Appointment Checks and Safer Recruitment

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
- 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 (Childcare Act 2006 – as amended)
- 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 checks 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. (It is to be noted that even if it is decided that an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then the school is not legally allowed to do a barred list check)
- advise shortlisted candidate that the School will be carrying out online searches to as part of due diligence checks to help identify any issues that are publicly available online

Preventing Radicalisation

Protecting children from the risk of radicalisation is 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. Nonetheless, all staff at Rupert House are expected to complete Prevent training. The designated safeguarding lead 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. The School has suitable filtering in place. Further information and guidance are available on the OSCP 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.

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>

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 DSL and the Head and ensure that police or local authority children’s social care are contacted immediately.

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. The DSL will 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.

Single Central Record

The School is obliged to keep a single central record. The single central record must cover the following:

- Applying to all staff (including supply staff, and teacher trainees on salaried routes) who work at the school
- Essential information to evidence that the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained: 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 – overseas checks/right to work
- two relevant and updated references obtained
- 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.

The details of an individual should be removed from the single central record once they no longer work at the school or college.

Maintained school governors - Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing Body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

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

Upskirting

‘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. It is a criminal offence. Anyone of any gender,

or age can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

Safeguarding checks and arrangements for Staff, Contractors, Volunteers, Visitors and Governors

| | Teaching /Support/Admin Staff | Supply/agency/ third party staff | Contractors: Accent Catering and cleaning staff | Contractor: regulated activity eg sports coaches and peris | Contractors: no contact with children | Volunteers | Visitors | Governors |
|----------------------|--|--|--|--|---|---|---|--|
| Contract/type | Teacher's contract Support Staff contract Teaching Assistant contract | Agency has contract with RHS | Accent contract with RHS Cleaning contract with RHS | Contractors sign own contract with RHS | Maintenance /building contractors | Reading support Parent help eg with Forest School Work experience | Visiting Speakers Relations/friends of children Children/friends of staff | All Governors |
| Procedures | Recruited in line with Safer Recruitment Policy: all recruitment checks. Sign in and out at front desk Staff yellow lanyard to be worn at all times if school is in operation and children are present | Agency has own recruitment procedures. DBS checks will be in place Sign in and out at front desk Given green lanyard | Catering staff: Accent's own procedures Catering staff must be aware of procedural expectations around school. Sign in and out at front desk Photo ID badges Cleaning staff: | Contractor own recruitment procedures Sign in and out at front desk Coaches given their own orange lanyard Peris given their own orange lanyard | ID check at reception Sign in and out in at front desk or Bursary Given red lanyard Accompanied on site (unless no children present) Given safeguarding and H&S info Maintenance /building usually arranged during | Sign in and out at front desk Risk assessment: checks and induction proportionate to perceived risk /time in school/ level of supervision. Ensure not left alone with children If long-term volunteer, e.g long term work experience: | ID check at reception Sign in and out at front desk Given red lanyard Given safeguarding and H & S info Always accompanied by member of staff | ID check at reception Sign in and out at front desk Given blue lanyard Accompanied by member of staff if required |

| | | | | | | | | |
|---------------------------------|--|---|--|---|--|--|--|--|
| | | | Follow own procedures but must be aware of procedural expectations around school | | holidays when no children on site/ or are continuously accompanied by Maintenance or Admin staff | Checks, induction and training as staff. Given red lanyard Given safeguarding and H&S info | | |
| Safer Recruitment checks | Identity check Barred list DBS check Section 128/142 (prohibition from teaching/ Prohibition from Management) Right to work in UK Disqualification from childcare Qualifications Application form/ CV 2 references | School notes date of a letter from agency assuring that following checks are undertaken: -DBS certificates seen/ date of DBS check -Identity -Barred list/list 99 -Qualifications -Overseas checks - Right to work in UK - prohibition from teaching -identity on arrival | School receives a letter from contractor assuring that all relevant checks are undertaken DBS certificate to be seen. | School receives letter from contractor assuring all relevant checks are undertaken DBS certificate to be seen. | | | | Chair of Governors and Head to follow AGBIS recommendations. |

| | | | | | | | | |
|------------------|---|--|--|---|--|---|--|--|
| Induction | <p>Latest version of KCSIE Part 1 and Annex B for all staff (SMT to read full document).</p> <ul style="list-style-type: none"> -Safeguarding & Child Protection Policy - Staff Code of Conduct -Behaviour Policy -Anti Bullying Policy -Whistleblowing Policy -Training in Prevent -E-Safety Policy (including acceptable use agreement) -Data Protection Policy <p>Safeguarding training - either face to face with DSL or online via Educare</p> | <p>Bursary supplies induction policies to supply or agency staff</p> | <p>Bursary supplies induction policies to Accent.</p> <p>DSL provides basic face to face safeguarding training for staff members</p> | <p>Bursary supplies induction policies to contractors</p> | | <p>If needed, read:</p> <ul style="list-style-type: none"> - KCSIE Part 1 and Annex B -Safeguarding Policy -Staff code of conduct -Behaviour Policy | | <p>New Governors to undergo Safeguarding training as part of induction process and in line with Governance Manual.</p> <p>Read:</p> <ul style="list-style-type: none"> - full KCSIE document. -Safeguarding Policy -Whistleblowing Policy -E-Safety Policy -Staff Code of Conduct -Prevent training (Safeguarding Governor as a minimum) <p>Need awareness of Children Missing Education</p> |
| Training | <p>Induction training compulsory - as above</p> <p>Generalist Safeguarding training</p> | <p>Long-term agency staff trained in line with permanent staff</p> | <p>Accent is responsible for kitchen based training and processes. Accent</p> | <p>Contractor is responsible for all training. Contractor assures RHS</p> | | <p>If long-term work experience, training is completed with other staff through</p> | | <p>Expected to complete online Safeguarding training and supply certificate</p> |

| | | | | | | | |
|--------------------------|---|--|---|---|--|-------------------------------------|---|
| | <p>at the beginning of every academic year (in line with OSCB)</p> <p>Updates through emails, circulation and staff meetings.</p> <p>DSL and DDSL trained every 2 years</p> | | <p>provides certificates to assure RHS that this is done.</p> <p>RHS offers to share face to face training or via Educare</p> | <p>that this is done.</p> <p>RHS offers to share face to face training or via Educare</p> | | <p>staff meetings and other CPD</p> | <p>to evidence training.</p> <p>Receive hard copies of same training given to staff.</p> <p>Offered to attend face to face training.</p> <p>To be kept updated with any changes in legislation.</p> |
| Other information | | | | | | | |