



Oakham Church of England Primary & The Parks School

**Passion, Fellowship, Pride, Humility, Perseverance, Hope, Purpose &
Thankfulness**

Safeguarding and Child Protection Policy

Date	September 2020
Approved by Headteacher	Steve Cox
Approved by Chair of Governors	Stewart Needham
Review Date	September 2021

“In loving Christian **Fellowship** we equip everyone to have a **Passion** for life and learning. To have **Pride** in our local community and be **Thankful** for all the parts which make us whole. Building **Hope** and resilience to **Persevere** and develop a sense of **Humility** and **Purpose** in our lives.” Our Vision is at the forefront of our thinking and decision making when writing, reviewing and updating all school procedures and policies.

Context

Why is this policy required:

As a statutory requirement

What changes have been made:

Reflected changes are made according to the updated Keeping Children Safe in Education (KCSIE) 2020 version. There are no new statutory requirements – most of the changes clarify or expand on existing guidance.

This follows on from a consultation that was cancelled halfway through due to coronavirus. The main changes from the (dropped) consultation that are still going ahead are:

1. Updated guidance on specific safeguarding issues in part 1

There's additional guidance for staff on:

- Mental health
- Child criminal exploitation
- Child sexual exploitation

2. Guidance on 'transferable risk' in part 4 (managing allegations against staff)

Schools to ensure they have procedures where someone may have been involved in an incident outside of school which didn't involve children, but could have an impact on their suitability to work with them (e.g. domestic violence).

3. Additional guidance on how to handle allegations against supply staff, also in part 4

What is the intended impact of this policy:

Ensures that the school follow latest guidance and compliance with regulations to Safeguard all of our children.

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Contents

1. Key Contacts
2. Introduction
3. School policy
4. The Designated Safeguarding Lead
5. The Headteacher
6. The Governing Body
7. School Procedures
8. Training and support
9. Record Keeping
10. Confidentiality and information sharing
11. Communication with parents
12. Supporting the pupil at risk (including Domestic abuse, Drugs use Exploitation, FGM, Peer on peer abuse, Sexual violence and harrassment, Children with Special Educational Needs and Disabilities, Children living with domesic abuse, Children frequently missing in education, Children who are young carers, E-safety, Mobile technology and those vulnerable to Extremism)
13. Safer working practice (allegations against staff and preventing unsuitable people working with children)
14. Other related policies
15. Monitoring and evaluation

Appendix A Types of Abuse

Appendix B Additional guidance

Appendix C Standards for effective child protection in schools

1. Key Contacts

Key Contact list for Safeguarding in Oakham CofE Primary School and the Parks School.

	Name	Other Role	Telephone contact	email
Designated Safeguarding Lead	Mrs Anna Barr	Assistant Headteacher	01572 722 404	abarr@oakham-primary.rutland.sch.uk
Deputy Safeguarding Lead	Miss Emma Sayer	Teacher	01572 722 404	ejackson@oakham-primary.rutland.sch.uk
Deputy Safeguarding Lead	Mr Stephen Cox	Executive Headteacher	01572 722 404	scox@oakham-primary.rutland.sch.uk
Deputy Safeguarding Lead	Miss Kay Smith	SENDCo	01572 722 404	ksmith@oakham-primary.rutland.sch.uk
Safeguarding Governor	Mrs Diane Wensley	Governor	01572 722 404	dwensley@oakham-primary.rutland.sch.uk
Chair of Governors	Stewart Needham	Chair of Governors	01572 722 404	chair@oakham-primary.rutland.sch.uk

Key Contact list for Safeguarding in Rutland & Leicestershire

	Name	Telephone contact	Email
Safeguarding QA Manager & LADO	Denyse Wynter	01572 758454	lado@rutland.gov.uk
Early Help and Inclusion Officer	Andrea Tyler	01572 758854	earlyhelp@rutland.gov.uk
Virtual Head of School	Lee Martin	01572 758213	lmartin@rutland.gov.uk
Children's Duty Team (During Hours)	Various (Also used for any Prevent concerns)	01572 758407	childrensreferrals@rutland.gov.uk
Children's Duty Team Emergency (Out of Hours)	Various	0116 305 0005	N/A
Police	Various	101	N/A
FIRST RESPONSES Leicestershire County Council EDT Emergency Duty Team	Various	0116 305 0005	childrensduty@leics.gov.uk
Safeguarding Development Officers	Inga Windley & Simon Genders	0116 3056314	Simon.Genders@leics.gov.uk

Abbreviations Used In This Document

ACE Adverse Childhood Experience

CCE Child Criminal Exploitation

CPD Continuing Professional Development

CSE Child Sexual Exploitation

DBS Disclosure and Barring Service The government agency which checks applications to work with children against convictions and police intelligence, to ensure applicants are fit to safe with young people. Used to be called CRB (Criminal Records Bureau).

DfE Department for Education

DSL Designated Safeguarding Lead. The person with ultimate responsibility for safeguarding in the school.

FGM Female Genital Mutilation

GDPR General Data Protection Regulation (2018)

HBV Honour-Based Violence

KCSIE Keeping Children Safe in Education The government document which outlines schools' safeguarding responsibilities.

LAC Looked After Child Child who is under the care of the Local Authority.

LADO Local Authority Designated Officer A safeguarding officer at the Local Authority who provides guidance to schools managing concerns about members of staff.

NSPCC National Society for the Prevention of Cruelty to Children

RAIS Referral, Assessment and Intervention The 'front door' of Social Services: the team which receives and assesses all new referrals.

SEN Special Educational Needs

YPSI Youth Produced Sexual Imagery

2. INTRODUCTION

Oakham CofE and The Parks School fully recognises its responsibility to protect and safeguard the welfare of children and young people in its care. "In loving Christian Fellowship we equip everyone to have a Passion for life and learning. To have Pride in our local community and be Thankful for all the parts which make us whole. Building Hope and resilience to Persevere and develop a sense of Humility and Purpose in our lives." Our Vision is at the forefront of our thinking and decision making when writing, reviewing and updating all school procedures and policies.

- 2.1. Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school (Working Together 2018).
- 2.2. All school and college staff play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum. 'All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns'.
- 2.3. Oakham CofE and The Parks School recognises that safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via peer on peer abuse. This includes though is not limited to, bullying.
- 2.4. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The policy reflects the Rutland and Leicestershire Safeguarding Children Board child protection procedures and *Keeping Children Safe in Education 2020*, which sets out the arrangements that Education services and schools must make.

While we would like to think that all young people are loved, cared for and supported by the people around them, we know this is not always the case. In working with children, we will always be mindful of the possibility that 'it could happen here.' There are 4 key elements:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos. We will continue to foster a strong safeguarding culture within our school. We will provide an environment where children feel secure, are encouraged to talk, and are listened to. We will raise awareness of safeguarding issues and equip children with skills they need to keep them safe. When appointing staff and volunteers, we will practise safer recruitment procedures

PROTECTION by following agreed procedures, ensuring staff are trained, know their safeguarding responsibilities and are supported to respond appropriately and sensitively to child protection concerns. We

will ensure that contractors and other visitors are appropriately supervised at all times, and have DBS clearance where this is deemed necessary and ensure staff have an up-to-date DBS.

SUPPORT TO PUPILS We will provide support for children at risk of harm or for those who have suffered abuse. We will ensure that children have the support required as part of their safety plan. Where capacity allows we will utilise our ELSAs to provide school level support to vulnerable children where appropriate.

SAFER RECRUITMENT processes are followed to ensure that those who are unsuitable to work with children are not employed.

Our school endeavours to apply the insights of a contextual safeguarding to its practice. Contextual safeguarding is a model which recognises that children's lives are shaped by multiple contexts, of which school is only one. In responding to the child's needs, we must therefore understand not only their experience in our school, but also the family, friendship, neighbourhood, and online 'worlds' they inhabit."

- 2.5. Safeguarding is the individual responsibility of everyone, and everyone has a part to play. Duties outlined in this policy apply to every adult employed by the school, and to anyone on the school premises. The policy also applies to activities operated by Sports providers, volunteers, peripatetic teaches, before and after school clubs and catering staff and Governors. Teaching assistants, mid-day supervisors, administrators as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school or any of the school governors.
- 2.6. Oakham CofE and The Parks school recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally made by the school's Designated Safeguarding Lead, as this aids consistency and careful monitoring. However, in an emergency or a genuine concern that appropriate action has not been taken, other staff members can speak directly to Children's Social Care.

This policy is available to parents on request and is on the school website.

3. SCHOOL POLICY

Creating A Safe Culture

While policies, systems and processes are all necessary, the greatest priority is to create a school culture with safeguarding at its heart. This ensures the welfare of pupils is paramount; building an open, tolerant and inclusive ethos; working to involve staff, pupils, governors and parents in the safeguarding 'team'; challenging barriers of hierarchy or trust which make people reluctant to report concerns; and being able to reflective in our approach.

Our school strives to build a strong culture in which members of the community behave with a caring, nurturing and respectful approach to one

an other. As an integral part of our school's curriculum, children receive regular guidance on how to keep themselves safe and manage risk.

We implement clear anti-bullying strategies and encourage children to speak to a trusted adult of their choosing about any worries they may have.

3.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to prevent abuse.

3.2. This school will therefore:

3.2.1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

3.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

3.2.3. engage fully in the Early Help process to maximise the opportunity for timely intervention;

3.2.4. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;

3.2.5. include, in the curriculum, material which will:

3.2.6. reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;

3.2.7. ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

3.2.8.

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE, Relationship Education, and the wider curriculum:

- Bully/on-line bullying Internet Safety (E-Safety)
- Using the Department for Education's (DfE) new online safety guidance
- Personal safety
- Fire and Water Safety
- Road Safety
- Healthy Relationships/Sex Education

4. THE DESIGNATED SAFEGUARDING LEAD AND DEPUTIES

4.1. The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time and training to undertake her/his duties agreed. Training logs are kept up to date for all staff and any adults that work in the school either on a regular or temporary basis. All staff therefore undertakes regular Level 2 Safeguarding training. Any members of staff who are in the role as a DSL

or a deputy DSL receive Level 3 training . Training is currently provided to the school by Leicestershire County Council.

4.2. The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

4.3. There are currently four members of the SLT that are trained as DSLs therefore ensuring contingency arrangements are in place should one of the DSLs not be available.

4.4. The DSL and or a deputy will always be available during school or college hours. Contact can be made via email:

abarr@oakham-primary.rutland.sch.uk (Lead DSL)

scox@oakham-primary.rutland.sch.uk (Deputy DSL)

ksmith@oakham-primary.rutland.sch.uk (Deputy DSL)

ejackson@oakham-primary.rutland.sch.uk (Deputy DSL)

4.5. It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.

The Designated Safeguarding Lead (and Deputy DSLs) will therefore:

- ensure that he/she receives formal refresher training at two yearly intervals to keep his/her knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, meeting other DSLs or reading safeguarding developments).
- ensure they he/she has undertaken Prevent awareness training;
- ensure that all staff who work with children undertake the appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by sharing pertinent information in a timely manner, at regular intervals throughout the year;
- ensure that all new staff receive a safeguarding children induction and that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children;
- ensure that the school operates within the legislative framework and recommended guidance;
- ensure the school safeguarding policy is reviewed annually and provide an annual report for the governing body detailing any changes to the policy and procedures;
- ensure that the Headteacher is kept fully informed of any concerns;
- develop effective working relationships with other agencies and services;

- with reference to the PSCB Threshold Document, decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment or refer to Children's Social Care;
- liaise and work with specialist services over suspected cases of child abuse;
- ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision;
- submit reports to and ensure the school's attendance at child protection conferences, and contribute to decision making and delivery of actions planned to safeguard the child;
- ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence for a child who is the subject of a child protection plan, a child is missing from education, a child is being 'privately fostered' or if it should have to exclude a pupil who is the subject of a Child Protection Plan (whether fixed term or permanently);
- provide guidance to parents, children and staff about obtaining suitable support;
- discuss with new parents the role of the DSL and the role of safeguarding in the school, make parents aware of the safeguarding procedures used and how to access the child protection and safeguarding policy.

5. ROLE OF THE HEADTEACHER

5.1 The Headteacher, either in person or by delegation, will:

- Ensure this policy is implemented by all staff.
- Inform all parents and key stakeholders of this policy.
- Allocate sufficient time, training and resources to enable the DSL to carry out their role effectively.
- Foster a culture where all staff feel able to raise concerns about poor practice; and ensure that any concerns are handled sensitively and in accordance with whistleblowing procedures.
- Ensure pupils have regular opportunities to learn about safeguarding, including keeping themselves safe online
- Ensure a child's wishes are taken into account when determining action to be taken.
- Ensure that anyone who has harmed, or poses a risk to, a child is referred promptly to the DBS, where they were, or could have been, dismissed due to safeguarding concerns. Also, that prompt referral is made to the Teaching Regulation Agency and other regulatory / advisory bodies, if appropriate.
- Ensuring the relevant staffing ratios are met, where applicable

- Making sure each child in the Early Years Foundation Stage is assigned a key person

To enable him/her to fulfil these responsibilities, the Headteacher is trained to the same level as the DSL.

6. THE GOVERNING BODY

6.1. The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

The Governing Body will therefore:

- designate a governor for child protection and safeguarding who will oversee the schools policy and practice and champion safeguarding issues;
- The designated safeguarding governor will complete an annual safeguarding audit and the findings will be disseminated to staff to reflect upon and further develop our approach to safeguarding in school.
- nominate a member of the governing body (usually the Chair) to be responsible in the event of an allegation of abuse being made against the Headteacher;
- review safeguarding policies and procedures annually and provide information to the local authority about them and about how statutory duties have been discharged;
- liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance with LSCB guidelines;
- ensure safe recruitment procedures;
- ensure safe management of allegations;
- ensure deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- ensure children are taught about safeguarding, including online;
- ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions;
- understand that information on individual child protection cases or situations is confidential and will not be discussed.

7. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

7.1. Oakham CofE and The Parks School will follow the procedures set out in Interagency Procedures produced by the Local Safeguarding Children's Board and the Local Authority Education Safeguarding Procedures.

- 7.2. Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Where there are other adults in school, rarely working unsupervised (e.g. contractors) the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.
- 7.3 Any member of staff, volunteer or visitor to the school who is concerned about a child or receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to one of the trained Designated Safeguarding Leads or in the absence of any of them, the matter should be brought to the attention of the most senior member of staff. The DSL / Deputy DSLs can be contacted by email, telephone or in person. If staff have a concern, they should follow the Safeguarding Policy and speak to the designated safeguarding lead (or deputy). It would be in exceptional circumstances a DSL or deputy is not available and this should not delay appropriate action being taken. Mary Darlington (From The Ark onsite nursery) is a qualified DSL and can be called upon in an emergency) In these circumstances, any action should be shared as soon as practically possible.
- 7.4 If there is a risk of immediate serious harm to a child, a referral must be made to Children's Services (or the police, if a crime has been committed) immediately. Anybody can make a referral, and staff must do so themselves if the DSL is not quickly available.
- 7.5 If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible. This includes any referrals made in an emergency.
- 7.6 Information regarding concerns will be recorded on the same day and will include a clear, precise, factual account of observations or events. Concerns are recorded on a 'log of concern' and passed directly to the DSLs or one of the deputy DSLs with a date, time and signature.
- 7.7 The Designated Safeguarding Lead will decide upon the most appropriate course of action to safeguard the child. If the decision to make a referral to Children's Social Care is made, this will be discussed with parents, unless to do so would place the child at further risk of harm. Should this be the case, the school will record clearly the reason for not discussing with parents and inform Children's Social Care.
- 7.8 Details and outcomes of parental discussions will be recorded on and kept within the child's CP file.
- 7.9 Where there is a child protection concern, allegation or disclosure a phone call will immediately be made to Children's Social Care to alert them to the situation. The Multi Agency Referral form will then be completed and forwarded within 24 hours.
- 7.10 The school will work to develop effective links with relevant agencies to promote the safety and welfare of children and co-operate as required with their enquiries regarding child protection matters including attendance and

written reports at initial case conferences, core groups and child protection review conferences.

7.11 Safeguarding concerns about adults in the school should be made to the Headteacher, who will make appropriate, timely referrals to the Local Authority Designated Officer (LADO) within the local authority (when cases involve staff), to the Disclosure and Barring Service (where a person is dismissed or left due to risk/harm to a child) and to the police (in cases where a crime may have been committed). If the Headteacher is the subject of the concern, the Chair of Governors should be informed. The school will not attempt to investigate an allegation without prior consultation with the LADO.

8. TRAINING AND SUPPORT

It is important that all staff have training to help them recognise possible signs of abuse and neglect and know what to do if they have a concern. The school aims to provide staff with comprehensive training on safeguarding matters, including online safety and the Prevent duty

8.1. The Headteacher and all other staff, including those employed temporarily or are volunteers in school, who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.

8.2. The training will be facilitated through regular 'refreshers' and information updates. All staff, governors and volunteers will read Part 1 of Keeping Children Safe in Education (2020) and any other recommended documents to ensure they are familiar with the signs and symptoms of abuse. A record will be kept to demonstrate compliance.

8.3. The Designated Safeguarding Lead and any nominated deputies will complete Designated Safeguarding Lead training and this will be refreshed every two years.

8.4. All staff training will be recorded on staff training records and monitored by the Designated Safeguarding Lead. The safeguarding governor will have oversight of training records to ensure that this is taking place in a timely manner.

8.5. Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead and their deputies. The deputy DSLs will seek support from the Headteacher and/or appropriate local authority staff where required.

9. RECORD KEEPING

9.1. Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be passed to other agencies.

- 9.2. As a school we ensure that more than one parent/carer contact number is held for each child with additional options for children identified as a concern, particularly any who go missing.
- 9.3. Any member of staff, or volunteer receiving a disclosure of abuse or noticing signs of abuse must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records will be dated and signed and will include the action taken.
- 9.4. All records should to be given to the Designated Safeguarding Lead or deputies promptly. No copies should be retained by the member of staff or volunteer. Access to records is restricted to specific staff with a need to see them, such as the DSL, Deputy DSLs, headteachers and external professional agencies
- 9.5. Making a record should never delay referrals being made to the Designated Safeguarding Lead, deputy DSLs or appropriate authority.
- 9.6. **All** notes will be kept in a confidential file and stored securely, including those of any pupil who is being monitored for child protection reasons, even when there is no need to refer the matter to Children's Social Care immediately.
- 9.7. All verbal conversations will be promptly recorded.

10. CONFIDENTIALITY AND INFORMATION SHARING

- 10.1. Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.
- 10.2. Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded.
- 10.3. The Data Protection Act 2018 and GDPR regulations do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 10.4. If a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or a parent they will refer the request to the Data Protection Officer who will inform the DSL or Headteacher.
- 10.5. The Head teacher, Designated Safeguarding Lead or deputy DSLs will disclose any information about a pupil to other members of staff on a need to know basis only. Parental consent may be required.
- 10.6 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Our

schools may share information with external professional agencies (e.g. police, medical or social workers) when it is in the best interests of the child to do so.

10.7 All staff must be aware that they cannot promise a child to keep secrets.

10.8 When a pupil who is the subject of a Child Protection Plan leaves, information will be transferred to the new school immediately. If information on the new school is not available Children's Social Care and the Attendance Service will also be informed.

10.9 Children who are looked after may be particularly vulnerable. The school has a designated teacher to promote the educational achievement and welfare of children who are looked after and to liaise closely with the virtual school head in the local authority.

10.10 A child going missing from an education setting is a potential indicator of abuse and neglect. The school will carefully monitor any such incidents to help identify and prevent further risks, and act according to Local Authority and PSCB guidance.

11. COMMUNICATION WITH PARENTS

11.1 Oakham CofE and The Parks School will undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. This must be handled sensitively and the DSL will normally make contact with the parent in the event of a suspicion, concern or disclosure. Parents or carers should also normally be kept informed about the progress of a case, and told the outcome where there is not a criminal prosecution.

11.2 Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case. If it is believed that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Social Services. Where a strategy discussion is required, or police / Children's Services need to be involved, those agencies should be consulted before information is disclosed to parents. If the allegation involves a member of staff, parents should only be informed with the LADO's consent. For the avoidance of doubt, referrals to Social Services or the LADO do not require parental consent. Staff must act in the best interests of the child, even if this means making a referral against the parents' wishes.

11.3 Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents

11.4 We will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure/on the school website.

12 SUPPORTING THE PUPIL AT RISK

12.1 At Oakham CofE and The Parks School we recognise that **any** child may be subject to abuse and neglect and as such will support all children. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

12.2 The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

12.3 We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

12.4 The school's behaviour policy is aimed at fostering, modelling and reinforcing positive behaviours. This supports vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

12.5 The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- creating a school ethos which actively promotes a positive, supportive and safe environment and gives pupils a sense of being valued and values the whole community;
- liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Service;
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so;
- recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care as soon as there is a recurrence of a concern.

12.6 Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

Some children may be particularly vulnerable, and it is important that staff are particularly alert to the potential need for early help where a child:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- goes missing from school or home;
- is misusing drugs or alcohol;
- faces challenging family circumstances e.g. substance abuse, adult mental health problems or domestic abuse;

Effective early help relies upon local agencies working together to identify need and provide targeted support that will improve outcomes for the child. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals, and, in some cases, acting as the lead professional in undertaking an early help assessment.

Where a child would benefit from co-ordinated early help, an inter-agency assessment should be arranged. Chapter one of [Working Together To Safeguard Children, 2018](#) provides detailed guidance on the early help process.

12.7 Children Experiencing Mental Health Issues

12.7.1 As a school we recognise that safeguarding encompasses preventing impairment of children's mental and physical health or development.

12.7.2 A mental health issue which is significant enough to pose a risk to a child's safety or long-term progress may amount to a safeguarding concern in its own right. 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. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these children's experiences can impact on their behaviour and education.

12.7.3 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. If staff have a mental health concern about a child that is also a safeguarding concern, this should be reported to the DSL in the usual way.

12.7.4 Where appropriate we will reference and make use of the information in the [mental health and behaviour in schools guidance](#).

12.8 Sending or posting sexually suggesting images (sexting)

12.8.1 Pupils should be aware that making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

12.8.2 All members of staff (including non-teaching) will be made aware of how to recognise and refer any disclosures of incidents involving 'youth produced sexual imagery' (YPSI).

12.8.3 The school will follow UKCCIS Guidance: *Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)* to assess the risk and to determine the most appropriate course of action. This may include police and/or CSC involvement. In responding to incidents of sexting, the school will act in accordance with this advice endorsed by the [Department for Education](#)

12.8.4 Key points to note are:

- All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns and must be reported to the safeguarding team without delay, even if the imagery seems to have been produced consensually.
- If staff become concerned about a YPSI issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should confiscate the device and pass it immediately to the DSL. Staff must not ask to see, look at, print or forward any indecent images.

12.8.5 After receiving a report of a sexting incident, the DSL will consider next steps. Before making a decision to view imagery, the DSL must be satisfied that this:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

12.8.6 In such cases, the DSL will gain authority from the Headteacher and Children's Social Services and will ensure viewing takes place with another senior member of staff present in the room (who does not need to view the images). Wherever possible, images will be viewed by a staff member of the same sex as the young person in the imagery. Viewing will be recorded in the pupil's safeguarding file, including details of who was present, why the image was viewed and any subsequent actions.

Young people who share sexual imagery of themselves or their peers may be breaking the law. However, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/guardians will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to Social Services and / or the police. The Police will always be informed when there is reason to believe that images involve sexual acts and any child in the imagery is under 13 years of age; if there is suspicion of adult involvement; or criminal / abusive behaviour such as sexual abuse, extortion, threats, or sending / showing of images without the knowledge / against the will of a young person who is pictured.

12.8.7 If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery

12.9 Prevention of Peer on Peer Abuse

12.12.1 We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals'

- 12.12.2 **All** forms of peer on peer abuse are unacceptable and will be taken seriously. The school will therefore:
- 12.12.3 Create a whole school protective ethos in which peer on peer abuse, including sexual harassment will not be tolerated.
- 12.12.4 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 12.12.5 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as "banter" or an inevitable part of growing up.
- 12.12.6 Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 12.12.7 Provide high quality age appropriate Relationship and Sex Education (RSE), including teaching about consent.
- 12.12.8 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

12.13 Dealing with Sexual Violence and Sexual harassment between children

12.13.1 The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Abusive behaviour may occur within an established relationship, or outside. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing

of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

- 12.13.2 Be clear that sexual violence and sexual harassment will not be tolerated.
- 12.13.3 Provide training for staff on how to manage a report of sexual violence or sexual harassment. Staff should be alert to harmful sexual behaviours and share concerns immediately with a DSL.
- 12.13.4 It may be difficult for children to disclose sexual violence and staff should be aware that disclosures of violence may not be immediately after the event and may not be direct. As part of the school's efforts to build a culture that is respectful and inclusive, staff should be confident to challenge sexist, inappropriately sexualised or intimidating remarks which they overhear. Where a disclosure of sexual violence or harassment is made by a pupil, the safeguarding team will consider referral to the police or other agencies, where appropriate. In responding to the disclosure, the school will take the wishes of the pupil who made the disclosure into account, and abide by the best practice outlined in the DfE's guidance document, [Sexual violence and sexual harassment between children in schools and colleges](#) (December 2018). The school's response will include appropriate support for the pupil who made the disclosure. It may put in place support to allow an alleged perpetrator to address his / her problem behaviour.
- 12.13.5 Make decisions on a case-by-case basis.
- 12.13.6 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 12.13.7 Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.
- 12.13.8 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 12.13.9 Liaise closely with external agencies, including police and social care when required.
- 12.13.10 Further guidance can be found in 'Keeping Children Safe in Education 2020' Part Five, 'Sexual violence and sexual harassment between children in schools and colleges' (DfE May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (UKCCIS)

12.14 Children with Special Educational Needs and Disabilities

12.14.1 In our school and wider Service we recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

12.14.2 We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

12.14.3 The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

12.14.4 As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. Where appropriate the content of lessons will be shared with parents/carers so that these skills can be supported at home.

12.14.5 The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child. Staff across the school community will remain vigilant and observant to these additional challenges.

12.14.6 Children with SEND can rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.

It is important that staff are aware of these barriers, and remain alert to the possibility of a child with SEN or a disability being neglected or abused.

12.15 Children Misusing Drugs or Alcohol

12.5.1 The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults;

- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

12.16 Children Living with Substance Misusing Parents/ Carers

12.16.1. Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

12.17 Children living with Domestic Abuse

12.17.1 Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse. Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi Agency Risk Assessment Conference work plan as required.

12.17.2 The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

12.17.3 Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

12.18 Children at risk of Sexual Exploitation (CSE)

12.18.1 Sexual exploitation of children and young people has been identified throughout the UK. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of those involved.

12.18.2 Staff at Oakham CofE and The Parks School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.

12.18.3 Any concern that a child may be at risk of sexual exploitation will be passed immediately to Children's Social Care or to the police through a 101 call.

12.18.4 The victim may have been sexually exploited even in the activity *appears* consensual.

12.19 Children at risk of 'Honour-base' Violence, including Female Genital Mutilation (FGM)

12.19.1 So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

12.19.2 Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

12.19.3 Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.

12.19.4 Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

12.19.5 In accordance with the 2015 'Duty', all **known** cases of FGM in girls under the age of 18 will be reported to the police.

12.20 Children Frequently Missing Education

12.20.1 Oakham CofE and The Parks School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, county lines, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

12.20.2 The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and the children missing from education procedures.

12.21.Children who are Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

12.22. Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social care as soon as there is a recurrence of a concern.

12.23. Children who are privately fostered

A private fostering arrangement is one that is made without the involvement of a local authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. When the School is made aware of such an arrangement, it is under a duty to report this to the child's local authority. This report will be made by the Designated Safeguarding Lead. Further information can be found in the Replacement Children Act (1989) Guidance on Private Fostering. “

12.24. Children showing signs of Abuse and/or Neglect

The School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

12.25. Children at risk of Radicalisation and Extremism

12.25.1. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

12.25.2. Whilst Oakham CofE and The Parks School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.

12.25.3. Oakham CofE and The Parks School seeks to protect children and young people against the messages of all violent extremism and will view any attempt to manipulate the vulnerable in this way as a matter of safeguarding.

12.25.4. The School fully recognises its statutory duty to identify and support pupils at risk, and to follow the referral process when appropriate.

12.25.5. The school governors, the Head Teacher and the Designated Safeguarding Lead/ deputies will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, Collective Worship themes, the use of school premises by external agencies, anti-bullying policy, e-safety and other issues specific to the school's profile, community and philosophy.

12.25.6. All staff have received training to support their understanding of the Prevent strategy.

12.25.7. The School's SPOC (Single Point of Contact) is *Steve Cox*. He will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

12.25.8. Although Oakham C of E Primary and The Parks assesses the risk to be low at present, we will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist and extremist materials; undertaking appropriate checks on visiting speakers; discussing the dangers with pupils in suitable forums;

and undertaking Prevent awareness staff training to ensure that staff are able to identify pupils at risk and know how to intervene. In addition, the school's curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

12.26. E-Safety

12.26.1. Oakham CofE and The Parks School believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.

12.26.2. The school has a separate e-safety and Acceptable Use policy for staff and students which should be considered in line with this policy.

12.26.3. Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

12.27. Mobile technology

12.27.1. Cameras and mobile phones are prohibited in all toilet and changing areas. Any staff mobile phones/tablets brought to school should be placed in cupboards/lockers and any child mobiles are handed to a member of staff at the start of the day whereupon they are stored securely and collected at the end of the day.

12.27.2. Any photographs taken on personal mobiles/tablets for the school website/twitter account or display must be authorised by the Headteacher /Assistant Headteacher or Chair of Governors and immediately deleted after uploading/saved to shared areas and never kept for an adult's own record.

12.27.3. All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks and will rigorously follow protocols set out in the Acceptable Use Policy.

13. SAFER WORKING PRACTICE

13.1 The school has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DfE guidance.

13.2 The school will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to "Keeping Children Safe in Education". (DfE 2020)

- 13.3** An 'enhanced' level of DBS check will be undertaken for governors and for volunteers.
- 13.4** The governing body will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 13.5** All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 13.6** Any allegation against a member of staff or volunteer must be reported to the Headteacher without delay unless the Headteacher is the subject of the allegation when the Chair of Governors must be informed.
- 13.7** The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Local Safeguarding Children's Board Procedures and the school's Staff Handbook and agree any further action including information sharing.
- 13.8** The school will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the LADO as doing so may compromise any police investigation.
- 13.9** The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school. Oakham CofE and The Parks School recognises it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.
- 13.10** Under no circumstances will volunteers of whom no checks have been obtained be left unsupervised with children or allowed to work in regulated activity.
- 13.11** The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 13.12** All staff have been given a copy of [Guidance for safer working practice for those working with children and young people in education settings 2019](#) as part of their induction and have signed as an undertaking that they will comply with this guidance.
- 13.13** All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.
- 13.14** The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003

(Abuse of position of trust).

13.15 Staff will also be aware of the need to report inappropriate sexualised behaviour to Children's Social Care.

13.16 In accordance with regulations, Oakham CofE and The Parks School will ensure that staff are aware of legislation which may cause them to be disqualified including, where relevant, 'by association'.

13.17 Where a member of staff or volunteer is involved in an incident outside of school, which did not involve children, but could have an impact on their suitability to work with children, for example, a member of staff is involved in domestic violence at home, as a school we will consider what triggered these actions and whether a child in the school could trigger the same reaction, therefore being put at a transferable risk.

14 OTHER RELATED POLICIES

14.1 Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

14.2 Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

14.3 Bullying & Prejudice Related Incidents

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

14.4 Health and Safety

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

14.5 Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

14.6 E-Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. E safety is included in the curriculum at all levels and information will be provided to parents

14.7 Designated Teacher Policy

We recognise the Children Looked After (CLA) and previously looked after children (PLA) are more vulnerable. The most common reason for children becoming looked after is as a result of abuse and/or neglect. We recognise that our school plays a vital role in providing a stable base for CLA and in promoting their academic, social and emotional development. More details are set out in the separate policy.

14.8 Extended Schools and Before and After School Activities

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

14.8.1 Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate

14.8.2 This policy also links to our policies on:

Behaviour
Staff Behaviour/Code of Conduct
Whistleblowing
Allegations against staff
Allegations against other pupils
Parental concerns
Attendance
Curriculum
PSHE, including drug education and sex education
Teaching and Learning
Administration of medicines
Risk assessment
Recruitment and selection
Intimate Care

15 MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys

- Pupil voice- discussions through 'Snack and Chat.'
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

Appendix A

Four categories of abuse

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

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

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

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

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix B

Additional Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping children safe in education Sep 2020 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

(Keeping Children Safe in Education, 2020)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf) **(Working Together to Safeguard Children, 2018)**

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

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step by step guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf) **(Sexual Exploitation)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing and tackling bullying march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf) **(Preventing and Tackling Bullying)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting bullied children advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf) **(Supporting Children and Young People who are bullied)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug advice for schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf) **(Drugs)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding Children in whom illness is fabricated or induced.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf) **(Fabricated Illness)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012 Action Plan - Abuse linked to Faith or Belief - Summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf) **(Faith/Belief)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf **(Female Genital Mutilation)**

<https://www.gov.uk/forced-marriage> **(Forced Marriage)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice to Schools and Colleges on Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf) **(Gangs)**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk> **(Violence against women/girls)**

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> **(Mental Health)**

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children Act 1989 private fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf) **(Private Fostering)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf (**Radicalisation**)

<https://www.gov.uk/government/collections/this-is-abuse-campaign> (**Teenage relationship abuse**)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf (**Trafficking**)

Appendix C

Standards for Effective Child Protection Practice in Schools

The following standards may assist schools in evaluating their practice

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to school staff every three years and in particular to designated staff every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;
- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;

- 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in Keeping Children Safe in Education 2020
- 13 have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
- 14 the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.