



PINEWOOD

Est. 1875

SAFEGUARDING [CHILD PROTECTION] POLICY

A Whole-School Policy including EYFS

STATEMENT OF INTENT

The safety and welfare of all our pupils at Pinewood School is the highest priority for all staff and governors. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board, which is the Oxfordshire Safeguarding Children's Board (OSCB), together with DfE guidance contained in Working Together to Safeguard Children (July 2018, updated Dec 2020), Information Sharing (July 2018), What to do if you're worried a child is being abused (March 2015), the Disqualification Under the Childcare Act 2006 (Updated Aug 2018), Prevent Duty Guidance: for England and Wales (Issued March 2015, revised July 2015), The Prevent Duty: Departmental advice for schools and child-minders (June 2015), The use of social media for on-line radicalisation (July 2015), Early Years Foundation Stage (EYFS) Statutory Framework (April 2017), Children Missing Education (September 2016), Multi-Agency Guidance on FGM (April 2016), Sexual Violence and Sexual Harassment between Children in Schools and Colleges (September 2021):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

National Minimum Standards for Boarding Schools (April 2015), Independent Schools Standards Regulations (2014) and Keeping Children Safe in Education (September 2021):

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

In addition, as the School has charitable status Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff, including supply or agency staff, volunteers and governors have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. Where a child is suffering significant harm, or is likely do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

WHOLE SCHOOL APPROACH TO SAFEGUARDING

The Governors aim to ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the Governors and Senior Leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. They are also responsible for ensuring the school has the necessary systems in place, and that these are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

THE IMPORTANCE OF A COORDINATED APPROACH TO SAFEGUARDING

Pinewood School and its staff form part of a wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children (July 2018, updated Dec 2020). Safeguarding and promoting the welfare and wellbeing of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should ensure that, at all times, they consider what is in the best interests of the children.

Every person who comes into contact with a child has a role to play in identifying concerns, sharing information and taking prompt action.

WHAT IS CHILD ABUSE?

Staff are directed to the advice "What to do if you are worried a child is being abused – Advice for practitioners" (March 2015) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> which provides information on understanding and identifying abuse and neglect. In addition further information is provided in Appendix A of this policy and at Annex B in KCSIE (Sept 21) and should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse.

Part 1 of the DfE guidance KCSIE (Sept 21) states that all staff must be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff should also be aware that abuse can be committed by anyone including other children (for example by one or more pupils against another). The guidance also highlights that sexual abuse is not only perpetrated by adult males but may also be committed by women and other children. KCSIE (Sept 21) also reminds all staff of the importance of mental health in relation to safeguarding and the welfare of children and reminds them that safeguarding incidents can be associated with factors outside of school and there can be risk of abuse or exploitation in situations outside of their families, including (but not limited to) sexual or criminal exploitation or serious youth violence.

PREVENT DUTY

The School has a separate Prevent Policy which outlines the responsibilities of all staff to protect children and young people who are vulnerable or may be at risk from extremism and/

or being radicalised. The School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to significant harm of themselves or others.

Please refer to this policy for further details on staff responsibilities in safeguarding pupils from extremism or radicalisation including arrangements for Visiting Speakers.

Staff should note that any concerns relating to Prevent should be highlighted through the usual reporting procedures as for any other safeguarding concern and as laid out in this policy.

TRANSPARENCY

Pinewood School prides itself on its insistence on respect for others and mutual tolerance. Parents/guardians have an important role in supporting Pinewood School. Copies of this policy, together with our other policies relating to issues of child protection, are on our website and are listed at the end of this document and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

SAFER EMPLOYMENT PRACTICES

Pinewood School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in Part 3 of KCSIE (Sept 21), members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as music teachers and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly during term-time, such as agency catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site such as during educational trips away from the school. The school also ensures that, in line with its Prevent Policy, pupils are safeguarded from staff and / or visitors to the school who may have extreme or radical views. Please refer to the school's Prevent Policy and Recruitment and Selection Policy for further details.

DISQUALIFICATION FROM WORKING IN CHILDCARE

In line with the guidance set out in KCSIE (Sept 21) the School also ensures it is compliant with the Disqualification under the Childcare Act 2006 (as updated Aug 2018). This check is completed for relevant staff prior to appointment as part of the Enhanced DBS Check and is also repeated for all relevant staff at least every 3 years. Please refer to the school's Recruitment and Selection Policy for further details.

RAISING AWARENESS

Philip Lough is the Governor for Safeguarding issues, including child protection and Prevent. The governors carry out an annual review of the school's Safeguarding (Child Protection) Policy and procedures with day-to-day issues being delegated to its Governance committee, which both the Headmaster and the school's Designated Safeguarding Lead (DSL) attend. The Governing Body is responsible for:

- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE (Sept 21);
- ensuring that the School's safeguarding arrangements reflect local protocols for assessment and meet the OSCB thresholds as required;
- ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- recognising the importance of information sharing between professionals and local agencies;
- ensuring that all staff undergo safeguarding and child protection training at induction, that training is updated for all staff in line with OCSB advice and that all staff receive child protection updates at least annually;
- ensuring that pupils are taught about safeguarding, including online, through teaching and learning opportunities;
- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- approving amendments to Safeguarding arrangements in the light of changing Regulations or recommended best practice.

DESIGNATED SAFEGUARDING LEAD

Colin Acheson-Gray, or in his absence Nicola Bailey, is our Designated Safeguarding Lead (DSL) for the whole School including EYFS. He has been fully trained for the demands of this role in child protection and inter-agency working. He is the Deputy Head and a member of the senior leadership team at our school. Colin is also our Prevent Lead. Nicola Bailey, who is the Headmaster's Wife, a resident house parent and a member of the Senior Leadership Team is the Deputy DSL. Both the DSL and his deputy regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and they both have a job description for their safeguarding roles and key activities as detailed in Appendix B. The DSL and his Deputy also ensure their knowledge and skills remain up to date through the receipt of relevant e-bulletins, emails, taking the time to read and digest safeguarding developments and through meeting with other DSLs. Their training meets the requirements of KCSIE (Sept 21).

The DSL and Deputy DSL may be contacted using the following contact details:

E-Mail: colinacheson-gray@pinewoodschool.co.uk Telephone: 01793 782205

E-Mail: nicolabailey@pinewoodschool.co.uk Telephone: 01793 782205

The DSL is always available during term-time to meet with staff to discuss any safeguarding concerns. Should the DSL be away from school then the Deputy DSL will be available, or in her absence, one of the following members of staff, who are also trained to the higher level, may also be approached:

Hayley Davies, Head of Emotional Support and Well Being

Vanessa Buckley, Deputy Head of Pre-Prep, Designated Person for Pre-Prep (including the EYFS)

Katy Hadfield, Head of Pre-Prep

Eleanor Lyon-Taylor, Head of Middle School

Laura Smyth, Head of Lower School. Laura Smyth is also Safeguarder with responsibility for E-Safety.

Hannah David-Ward, SENCO

The DSL is clear that although he may delegate activities to the DSL deputy and named staff above he retains the ultimate **lead responsibility** for safeguarding and child protection at all times.

The DSL maintains close links with the OSCB and reports regularly to the governors on the child protection issues outlined above. He maintains close liaison with the Safeguarding & Prevent Governor.

RECORD KEEPING

The school's records on child protection for pupils within the Prep School are kept securely under lock and key in the DSL's office, and are separated from routine pupil records. Access is restricted to the DSL, Senior Safeguarding Leads and the Headmaster.

The school's records on child protection for pupils within the Pre-Prep are kept securely under lock and key in the Pre-Prep, and are separated from routine pupil records. Access is restricted to Vanessa Buckley, Senior Safeguarder, Katy Hadfield, Head of Pre-Prep, the DSL and the Headmaster.

The DSL is responsible for ensuring that any concerns, discussions, decisions and reasons for those decisions must be recorded in writing and kept securely as outlined above. If in doubt about recording requirements, staff must speak to the DSL. Records must include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying, of Prevent awareness and on the procedures for recording and referring any concerns to the DSL or the Headmaster and, if required, to the main points of local procedures of the OSCB whose website link is www.oscb.org.uk

Training in Safeguarding children forms a key part of the induction process. Training includes a review of the School's Safeguarding (Child Protection) Policy, including the safeguarding response to children who go missing from education and the procedures for dealing with peer on peer abuse (further information can be found on page 16), the School's Prevent Policy, the Staff Code of Conduct and Behaviour Policies, the Behaviour and Discipline Sanction and Rewards Policy, the School's Whistle Blowing Policy and the

identity and responsibilities of the DSL (and Prevent Lead) and the Deputy DSL. Training also includes a review of Part 1 of KCSIE (Sept 21) (and Annex B for all teachers, TAs, Gaps, Nurses and Housemistresses) which all new staff are provided with, required to read and then sign to say they have both read and understood. The DSL is responsible for ensuring during the staff induction process that all new staff have fully understood Part 1 of KCSIE (Sept 21) and the School's safeguarding policies and procedures. This understanding is checked through informal discussion during the induction sessions.

All new staff are also required to complete the on-line Prevent Awareness Training relating to radicalisation and to provide the Assistant Bursar & Director of HR with a certificate to confirm this. This training can be accessed via the link:
http://course.ncalt.com/Channel_General_Awareness

Safeguarding training is also given to Governors and volunteers. Everyone attends regular refresher training in line with advice from the OSCB. We follow the guidance and renew this training every 3 years for all our staff, with the designated persons receiving specialist training every two years. Visiting Music Teachers and Visiting Activity Teachers (who are self-employed) are given induction training and required to attend the refresher training every 3 years in line with school staff.

In addition, all staff are provided with an, at least, annual update on child protection and safeguarding to ensure they have the skills and knowledge to safeguard children effectively. This annual update takes place during the autumn staff inset training days and is delivered by the DSL. The DSL will also provide more regular updates via e-mails and / or during staff meetings as and when appropriate.

In addition all staff and governors are required to re-read Part 1 of KCSIE (Sept 21) on an annual basis, and as and when updated by the DfE, and sign to confirm they have both read and understood it. This record is held by the Assistant Bursar & Director of HR. Staff understanding of Part 1 of KCSIE (Sept 21) is then checked by the DSL during the annual training session on Safeguarding Children which takes place during the Autumn Term inset. This is done through an informal question and answer session. All staff are also given the opportunity to highlight any concerns about their understanding on the signing form. The Assistant Bursar & Director of HR is then responsible for informing the DSL of any staff who require additional training in order to be able to confirm their understanding.

Training also promotes staff awareness of child sexual exploitation, forced marriage, radicalisation, extremism, "honour based" violence and female genital mutilation. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected.

The School recognises the expertise of its staff who are managing safeguarding concerns on a daily basis and welcomes any contribution from staff on safeguarding arrangements or policies. Staff should feed any suggestions to the DSL.

PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care.

Safeguarding is every member of staff's responsibility. If staff have any concerns about a child's welfare they should act on it. Staff should not assume a colleague or another professional will take action. Staff should be mindful that early information sharing is vital and staff should not assume that other professionals will share information that might be critical in keeping children safe.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. In addition, in line with the school's Prevent Policy, staff are required to report any concerns regarding radicalisation or extremism to the Prevent Lead (who is the DSL).

If staff have any concerns about a child (as opposed to a child being in immediate danger) they should first, where possible, raise their concerns with the DSL (or in his absence with the Deputy DSL). Any member of staff may also make a direct referral to children's social care. Other options could also include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the OSCB. The DSL can provide staff with details on the referral thresholds and these can also be found on the OCSB website using the links below:

<http://www.oscb.org.uk/reporting-concerns/>

<http://www.oscb.org.uk/professionals/early-help-locality-community-support-service/>

All staff must be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children (July 2018, updated Dec 2020) and advice may be sought from the DSL at any time.

If a member of staff does make a direct referral they must inform the DSL that they have done so as soon as possible. The online tool "Reporting Child Abuse to your Local Council" <https://www.gov.uk/report-child-abuse-to-local-council> directs staff to the local children's social care contact number.

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referee and make a decision about the next steps and the type of response that is required. This will include determining whether they need to see the child as soon as possible if the decision is taken that the referral requires further assessment. Should this information not be forthcoming staff should ensure they follow up on the referral.

If after a referral the child's situation does not appear to be improving the DSL (or the person who made the referral) should feel confident in pushing the OSCB for reconsideration to ensure concerns are addressed and the child's situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and the police immediately. Any member of staff can make this referral and should then inform the DSL immediately that they have done so. Social care assessments should consider where children are being harmed in contexts outside the home so it is important that the School provides as much information as possible as part of the referral process. More information can be found via this link: <https://contextualsafeguarding.org.uk/>

Where the allegation(s) concerns a member of staff the staff member should report the matter directly to the Headmaster, or where they concern the Headmaster to the Chairman of Governors and/or direct to the school's local authority (see below).

The DSL will report safeguarding concerns to the Headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised.

The School supports and will contribute towards inter-agency working in order to safeguard our pupils in line with “Working Together to Safeguard Children” (July 2018, Updated Dec 2020). The DSL is responsible for ensuring all staff and governors understand and follow the Oxfordshire Multi-Agency Safeguarding Arrangements (Apr 2019) which maintain and strengthen the OCSB as part of the multi-agency network which also includes the clinical commissioning group and the Chief Constable of Thames Valley Police.

It is expected that for any child who is in need of additional support from one or more agencies, an inter-agency assessment would be undertaken in line with “Working Together to Safeguard Children” (July 2018, updated Dec 2020). This would use local processes which the School will adhere to, including the use of the “Early Help Assessment (EHA)” and “Team around the Family (TAF)”. This includes providing an early offer of co-ordinated help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The School will also allow access for children’s social care from the local authority and where appropriate from a placing local authority for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment of the Children Act 1989. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, the School acknowledges that there is no requirement for parental consent for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If a concern is raised relating to a pupil being at risk of radicalisation, the DSL must consider the level of risk to ensure the appropriate referral is made, which could include Channel or Children’s Social Care.

In the case of female genital mutilation (FGM) it is mandatory for teachers to report to the police where they discover that an act of FGM appears to have been carried out. Teachers should still consider and discuss such cases with the DSL and involve children’s social care and the Multi-Agency Safeguarding Hub (MASH) as appropriate.

Any member of staff who has any concerns, however small, about a pupil should raise this to the DSL as soon as possible. Advice regarding borderline concerns or relating to threshold levels may be sought from the DSL or from the local agencies directly. This is to ensure children receive the right help at the right time to address risks and prevent issues escalating. Staff may find it useful to refer to the flowchart at Appendix C for further guidance on the actions taken if they, or another member of staff report a concern regarding a child.

All staff are made aware of the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassuring concerns when situations do not improve, sharing information quickly and taking responsibility for challenging inaction. All concerns, discussions, and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss this with the DSL.

INFORMATION SHARING AND DATA PROTECTION

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare including their educational outcomes. Staff must be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

In order to meet the needs of children the School recognises the importance of sharing information between professionals and local agencies. Whilst the School complies with the General Data Protection Regulations (May 2018) and the Data Protection Act 2018 it understands that this Act is not a barrier to sharing information where failing to do so would result in a child being placed at risk of harm and safeguarding must come above all other considerations. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

Staff are required to have due regard to the data protection principles which allow them to share personal information, as outlined in the GDPR and Data Protection Act 2018. In particular the Data Protection Act 2018 allows staff to share "special category personal data" to ensure the safeguarding of children and individuals at risk. This information can be shared without consent, if it is not possible to gain consent, or if to gain consent would place a child at risk. Further advice can be found in the government publication "Data Protection: Toolkit for Schools":

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

Relevant staff with responsibilities for processing "special category personal data" (including data which is sensitive and personal) should ensure they comply with the processing conditions as laid down by the GDPR and Data Protection Act 2018. Staff are required to abide by the School's Data Protection Policy for Staff and should speak to the Bursar if they require any further information or clarification. Guidance can also be found in the government publication "Information Sharing for Safeguarding Practitioners":

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Should a pupil with a child protection file leave the school the file should be transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

EXTERNAL AGENCY CONTACT INFORMATION

The school's local authority is Oxfordshire County Council which operates the OSCB. Pinewood School's points of contact are as follows:

Multi-Agency Safeguarding Hub (MASH) 0345 050 7666

Referral and Assessment Team: Oxfordshire Assessment Team 01865 323048

South Assessment Team 01865 897983

LADO safeguarding team:	Sandra Barratt (Assistant LADO) 01865 323457 / 07785 453264
	Donna Crozier (Assistant LADO) 01865 816382 / 07901 331799
	Lorna Berry (Assistant LADO) 01865 895955 / 07912 474375
Out of Hours Emergency Duty Team:	0800 833408
Oxfordshire Safeguarding Children Board	01865 810628 (01865 815843) www.oscb.org.uk
Police Emergency:	999
Police Non-Emergency:	101
OFSTED Safeguarding Children	08456 404046 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk
Disclosure and Barring Service	PO Box 3961, Royal Wootton Bassett SN4 4HF Tel: 0300 0200 190
Teaching Regulation Agency	0370 000 2288
DfE Prevent Help Line	0207 340 7264 Counter.extremism@education.gov.uk

EARLY HELP

Providing early help is more effective in promoting the welfare of children than reacting later. All staff must be prepared to identify children who may benefit from early help (as detailed in Chapter 1 of Working Together to Safeguard Children). Early help means providing support as soon as a problem emerges at any point in a child's life. Staff should be particularly alert to the potential need for early help for any children who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is misusing drugs or alcohol
- is in a family circumstance presenting challenges to the child (such as adult mental health problems, domestic abuse or substance abuse);
- has returned to their family home from care;

- is a privately fostered child.

In the first instance staff should discuss early help requirements with the DSL. If the DSL deems that early help is appropriate he should then support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If parents and/or the child do not consent to an early help assessment then the DSL should take advice from the Locality and Community Support Service (LCSS) bearing in mind that decisions will always be taken in the child's best interest. The case should then be kept under constant review and consideration should be given to referring a case to children's social care if the child's situation does not appear to be improving.

LISTENING TO CHILDREN

The School works hard to ensure that pupils are listened to and that they have opportunities to speak to members of staff about any issues they may have. Hayley Davies is the school's Head of Well-Being and Emotional Support and is available for pupil visits as are the School Nurses for any medical concerns. In addition form tutors see pupils twice a day at regular form time sessions and are always available for pupils to approach. There are also posters around School guiding pupils to the appropriate staff members for their particular year groups. The School's Independent Listener is also available by telephone for any pupil who wishes to speak to an adult outside of the school staff and contact details for the Independent Listener are available in School.

PUPILS AND MENTAL HEALTH

The School has an important role to play in supporting the mental health and wellbeing of our pupils. The Head of Well-Being & Emotional Support is available to support all pupils and to also provide advice and support to staff in managing pupil issues.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If a member of staff has a mental health concern about a pupil that is also a safeguarding concern then immediate action should be taken in line with this policy.

Staff should not attempt to diagnose mental health issues in pupils but are well placed to help identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. If a member of staff has any concerns about a pupil's mental health they should speak to the DSL or Head of Well-Being & Emotional Support for guidance.

More information can be found in the Mental Health and Behaviour in Schools guidance (June 2014 updated Nov 2018) via the link below:

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

PROCEDURES FOR DEALING WITH ALL DISCLOSURES/ALLEGATIONS OF ABUSE AGAINST MANAGEMENT AND ALL STAFF AT PINWOOD

Allegations of abuse may be made against a member of staff, supply or agency staff, a volunteer, a governor, a pupil, parent or other person connected to the school. KCSiE (Sept 21) outlines two levels of allegations – those that meet the threshold and those which are low level allegations and concerns which are not classed as meeting the threshold.

1. Allegations that may meet the harms threshold

These are allegations that might indicate a person would pose a risk of harm if they continued to work in their present position or in any capacity in a school or college. This could include:

- Behaving in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committing a criminal offence against or related to a child and/or;
- Behaving towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- Behaving in a way that indicates they may not be suitable to work with children (including outside of school) also known as “transferable risk” where the individual is involved in an incident outside of school which did not involve children but which might have an impact on their suitability to work with children, for example, a member of staff who is involved in domestic violence at home. In such an incident, even if no children were involved, the School needs to consider what triggered these actions and could a child in the School trigger the same reaction, therefore being put at risk.

Allegations of abuse against teachers and other staff (including supply staff) will be dealt with according to the statutory guidance set out in part four of KCSIE (Sept 21). The School will ensure allegations against any supply or temporary staff are dealt with in the appropriate manner, and liaise with the LADO to determine a suitable outcome, even if the School is not the employer of the individual.

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility. Staff should never promise a child that they will not tell anyone about an allegation.

The member of staff should inform the Headmaster and the DSL immediately and should make and submit an accurate written record so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. In the absence of the Headmaster the DSL will inform the Governor for Safeguarding issues. Cover will be provided to allow the member of staff time to write up accurately any disclosure as soon as possible. Records should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are considered when determining what action to take and what services to provide. The DSL is responsible for ensuring pupils are able to express their views and provide feedback.

When dealing with allegations the School will ensure it:

- Applies common sense and judgement;
- Deals with allegations quickly, fairly and consistently; and
- Provides effective protection for the child and support for the person subject to the allegation.

The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform Ofsted if appropriate. In relation to our Nursery/EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Should the allegation of abuse concern the DSL the member of staff should inform the Headmaster and the Deputy DSL who will act in the place of the DSL. Should the allegation be against the Headmaster the DSL will immediately inform the Chairman of Governors and the LADO without the Headmaster being informed first.

The Headmaster or DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meets the relevant threshold. The LADO and the Headmaster or DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police at which point the DSL will follow the guidance from NPCC **“When to Call The Police”** for help in deciding on this step.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however and should a strategy discussion be required, or police or children’s social care services need to be involved, no information will be shared with the accused until these agencies have been consulted and confirmed what information may be disclosed. The School is responsible for both investigating and supporting the person subject to the allegation and will normally appoint a senior member of staff to keep the person informed of the likely course of action and the progress of the case and to provide support for the individual accused. If a live-in member of the boarding staff is suspended pending an allegation alternative accommodation away from the children will be provided.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive) or unfounded (no evidence or proper basis which supports the allegation being made). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records nor on any future employer references. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice including a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken or decisions reached and a copy provided to the person concerned. The School will retain records containing allegations of sexual abuse as required for the Independent Inquiry into Child Sexual Abuse. All other records will be retained until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if this is longer.

If an allegation is shown to be unsubstantiated, unfounded, false or malicious, the LADO should consider if the child who made the allegation is in need of help or may have been abused by someone else and this was a cry for help and therefore requires further support. In

such cases a referral to children's social care may be appropriate. If an allegation is shown to be deliberately invented or malicious the Headmaster will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate although all options to avoid suspension must first be considered. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the School's Capability and Disciplinary Policy. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the School's Behaviour and Discipline Sanction and Rewards Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the Teaching Regulation Agency (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or could result in a conviction at any time for a relevant offence). The school will also consider making a referral to the DBS for consideration of whether inclusion on the barred lists is required. The school will also make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012, and Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will always report to the DBS, as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity including where any person's services (whether employed, contracted, a volunteer or a student) are no longer used because he or she is considered unsuitable to work with children because they have caused harm, are likely to harm or posed a risk of harm to a child. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above. The School acknowledges that this is a legal duty and failure to make a referral to the DBS when the criteria have been met is a criminal offence.

Where a teacher is dismissed because of serious misconduct, or might have been dismissed had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

In line with the guidance issued in KCSIE (Sept 21) the School will where appropriate report any historical abuse allegations to the police.

On conclusion of any case, a review, led by the DSL and in conjunction with the LADO, will examine the circumstances of the case to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future.

2. Concerns that do not meet the harm threshold – Low Level Concerns

The governors are responsible for ensuring the School has policies in place to deal with concerns which do not meet the harm thresholds outlined above (page 12). These include the information contained here, the Complaints Procedure, Staff Code of Conduct and Behaviour & Discipline Policy for Pupils.

Low level concerns can arise in several ways and from a number of sources. For example, suspicion, complaint or disclosure made by a child, parent or any other adult, or as a result of vetting checks.

As part of the whole School approach to safeguarding the School promotes an open and transparent culture in which all concerns about all adults working on site (including temporary and contract staff) are dealt with promptly and appropriately.

Low Level Concerns do not mean these concerns are insignificant or should be ignored. Any concern is still a concern – no matter how small. This term is used only to identify concerns which do not meet the threshold described above. Low Level Concerns could include:

- a sense of unease or nagging doubt about the behaviour of a member of staff / adult on site;
- behaviour which is inconsistent with the Staff Code of Conduct and this Policy including inappropriate conduct outside of work;
- being over friendly with children including having favourites;
- taking photographs of children on their own personal phones;
- engaging with children on a 1:1 basis including in secluded or closed areas;
- using inappropriate sexualised, intimidating or offensive language.

All pupils, staff, parents and visiting adults should feel confident in raising Low Level Concerns directly to the DSL. These will then be dealt with in line with the appropriate School Policies and records of decisions and actions taken will be made by the DSL. The DSL will also provide support to address any unprofessional behaviour of staff and support individuals in understanding and correcting such behaviour. Where a Low Level Concern is raised about the DSL it should be shared with the Headmaster.

If a Low Level Concern is raised about an agency or contract worker the concern will also be shared with their employer so any patterns of inappropriate behaviour can be identified.

The DSL will review records kept to identify any patterns of concerning, problematic or inappropriate behaviour. Where patterns are identified the DSL should decide on a course of action in line with KCSiE (Sept 21).

Low Level Concerns will not be provided in any references for staff leaving employment unless they relate to issues which would normally be included in a reference for example

misconduct or poor performance. Otherwise only substantiated allegations are to be referred to in a reference. If a Low Level Concern meets the threshold for referral to the LADO and is found to be substantiated this would then be recorded on references.

PEER ON PEER ABUSE

All staff must be aware that children are capable of abusing their peers and that this can happen both inside and outside of School and both in person and online.

Peer on peer abuse can take different forms but is likely to include, though not be limited to, the following:

- bullying (including cyber bullying and prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, hair pulling (and may also include an online element which threatens or encourages physical abuse);
- sexual violence;
- sexual harassment including sexual comments, jokes or remarks;
- causing someone to engage in sexual activity without consent such as forcing someone to touch themselves;
- consensual and non-consensual sharing of nudes and semi-nude images and videos;
- upskirting (taking a picture under a person's clothing without permission);
- initiation / hazing¹

There can also be different gender issues which can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched / assaulted or boys being subject to initiation type violence.

All staff must report any concerns regarding potential peer on peer abuse to the DSL and staff must follow a zero tolerance approach and be clear that abuse is abuse and as such must not be dismissed as “banter” or “part of growing up”. All staff must feel confident to challenge inappropriate behaviours between peers to ensure the culture of the School does not allow for unacceptable behaviours being ignored or normalised.

Allegations of peer on peer abuse will be dealt with in the same way as any other allegations of abuse and victims and perpetrators will all be supported through the process. Where allegations of abuse or assault have been made against one or more pupils a thorough risk-assessment of the situation and risk-based decision-making (taking into account the advice of statutory authorities where appropriate) will be carried out to ensure the safety of all pupils. Peer on peer abuse will be referred to local agencies where the school has reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm.

The School aims to minimise the risk of peer on peer abuse by taking a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. Teaching and learning opportunities relating to peer on peer abuse, as well as other areas of safeguarding, are given to our pupils within the context of Life Skills lessons and through the following:

- Headmaster's assemblies;
- Year Group assemblies and Current Affairs discussions;

¹ “Hazing” in this instance refers to a ritual involving pain or harm which is usually performed as part of an initiation into a group or society.

- Pastoral discussions between pupils and Form Tutors, Headmaster, Headmaster's wife and Heads of School;
- Engagement between pupils and the wider pastoral team, including Nurses and the Head of Well-Being and Emotional Support.
- Year group Life Skills presentations from external speakers.

Such lessons are to be given in an emotionally safe environment; ground rules of confidentiality should be given and any vulnerable pupils identified and managed in line with our Safeguarding Policy. The School recognises the challenge that young people face in talking about such issues and so learning opportunities should aim to develop confidence in our pupils so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns. Pupils must feel confident to report any abuse and know their concerns will be taken seriously.

PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age. It can occur through a group of children sexually assaulting or harassing a single child or group of children. Sexual violence and harassment occur both online and face to face (physically and verbally) and both on site and outside of School. Any and all such behaviours are unacceptable and the School maintains a zero tolerance approach to sexual violence and harassment. All staff are reminded to maintain an attitude of "it could happen here" and that addressing inappropriate behaviour can be an important intervention in preventing future problematic behaviour.

The Sexual Offences Act 2003 states that the age of consent for sex is 16 years old. It is not intended that the sexual offences legislation be used to prosecute mutually consenting sexual activity between under 16s, unless it involves abuse or exploitation. To protect younger children, the law says children aged under 13 years can never legally give consent.

All staff are responsible for watching out for signs of pupils being in abusive relationships and / or suffering from peer on peer sexual violence or sexual harassment. Some of the common signs of relationship abuse are detailed below though staff should be aware that all young people respond differently and these signs could also be indicators of other issues:

- Physical signs of injury
- Missing School
- Decline in attainment
- Changes in behaviour, mood and personality, becoming withdrawn and passive
- Bullying/being bullied
- Isolation from family and friends
- Inappropriate sexual behaviour, language or attitudes
- Depression
- Self-harm, eating disorders, problems with sleeping
- Use of drugs or alcohol (especially where these haven't been used before)

Further information and advice relating to sexual violence and sexual harassment between children in schools can be found in the Department for Education guidance (Dec 2017, updated May 2018) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and in Part 5 of KCSIE (Sept 21).

RESPONDING TO REPORTS OF SEXUAL VIOLENCE AND SEXUAL HARASSMENT

The School's initial response to a report from a child is extremely important. How the School responds to a report can encourage or undermine the confidence of future victims to come forwards.

Whilst it is statistically more likely that girls will be victims and boys perpetrators it is essential that **all** victims are reassured they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Children who are victims of sexual violence or harassment will likely find the experience stressful and distressing and will require effective support. KCSiE (Sept 21, pages 112-3) contain useful information on how to safeguard and support victims.

It is important to note that children may not find it easy to tell staff about their abuse verbally and may instead act in ways which they hope adults will notice and react to or a member of staff may overhear a conversation which suggests a child has been harmed. As with all safeguarding concerns if staff have any concern at all they should immediately act upon it.

All staff are trained by the DSL in how to manage a report. Key actions, which should also be taken for reports of any kind of harm to a child, include:

- if possible managing reports with two members of staff present (ideally one to be the DSL or Deputy DSL);
- where the report includes an online element being aware of the advice regarding images <https://www.gov.uk/government/publications/searching-screening-and-confiscation> and <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
The key consideration is for staff not to view or forward illegal images of a child.
- not promising confidentiality at this initial stage;
- recognising that a child is likely to disclose to someone they trust and this could be **any** member of staff both teaching and non-teaching;
- recognising that an initial disclosure may only be the first incident reported and that trauma can impact memory so children may not be able to recall timelines and details;
- remembering that certain children face additional barriers to sharing information because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgemental, clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions;
- considering the best way to make a record of the report. Best practise is to wait until the end of the report and immediately write up a detailed summary. Staff should be careful of not being distracted by note taking while the child is talking and ensure they remain engaged with the child. Either way a **written report is essential**.
- only recording facts as the child presents them and not adding any personal opinion or additional details.
- informing the DSL as soon as possible (if they are not involved in the initial report).

The DSL will complete an immediate risks and needs assessment and will consider the 4 scenarios for action as below:

1. Manage internally

In some cases of sexual harassment, for example one-off incidents, the DSL may take the view that the children concerned are not in need of early help or referrals to statutory services and that instead the incident will be handled internally using the school's internal counselling and/or discipline policies. The DSL will ensure such actions are underpinned by the principle of zero tolerance and ensure all decisions are recorded.

2. Early Help

The DSL may decide the children involved would benefit from early help rather than referral to statutory services.

3. Referral to children's social care

Where a child has been harmed, is at risk of being harmed, or is in immediate danger the DSL will make a referral to local children's social care and follow guidelines as set out in KCSiE (Sept 21, page 108).

4. Reporting to the Police

The DSL will when appropriate also report the incident to the police.

If a report is determined to be unsubstantiated, unfounded, false or malicious the DSL must consider whether the person who made the report requires help or may have been abused by someone else and this is a cry for help. A referral to children's social care may then also be appropriate. If a report is found to be deliberately malicious the school will follow the Behaviour and Discipline Policy in dealing with this.

ALLEGATIONS AGAINST PUPILS

Any allegation of pupil on pupil abuse must be reported immediately to the DSL. The DSL will take advice from a Local Authority Designated Officer on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of a Local Authority Designated Officer, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Staff should refer to the School's Anti-Bullying, CyberBullying and E Safety Policies for further details.

SERIOUS VIOLENCE

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

changes in friendships or relationships with older individuals or groups, signs of self-harm or assault or unexplained injuries. Unexplained gifts and possessions could also indicate pupils are involved with individuals associated with criminal gangs or networks. All staff should also be aware of the risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent from school and having experienced child maltreatment and having been involved in offending such as theft or robbery.

All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice is provided from the Home Office using the following links:

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

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff are responsible for recognising the additional barriers which can exist when recognising abuse and neglect in this group of children. Staff requiring additional support in recognising these barriers should speak to the DSL and / or the Head of Learning Skills for further advice and support.

Should staff need to consider using restraint in response to an incident involving children with SEN and disabilities extra care should be taken to consider the risks, given the additional vulnerability of such children and the potential risk to their well-being. Further details on the use of restraint may be found on page 26 of this policy.

LOOKED AFTER CHILDREN & CHILDREN WHO NEED A SOCIAL WORKER

Staff members are alerted to the particular potential vulnerabilities of looked after children, and previously looked after children, as well as children who need a social worker due to safeguarding or welfare needs, and the governing body has appointed the DSL as the designated teacher to promote the educational achievement of any children who are looked after and will ensure the DSL has appropriate training and knowledge to protect and promote their welfare.

The DSL is responsible for ensuring he has the required information on any looked after children, including details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL must liaise regularly with staff from the virtual school and attend all Child Protection conferences / core groups and Local Authority meetings as necessary.

ONLINE SAFETY

Online safety can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content (e.g. pornography, fake news, racism, suicide and extremism);
- **Contact:** being subjected to harmful online interaction with other users (e.g. peer to peer pressure, adults posing as children with intention to exploit children);

- **Conduct:** personal online behaviour which increases the likelihood of, or causes, harm for example making, sending or receiving explicit images (e.g. consensual and non-consensual sharing of nudes and/or pornography);
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

The School recognises the need to ensure children are safeguarded from potentially harmful and inappropriate online material and staff and pupils are required to follow the School's E-Safety Policy. The School aims to promote and educate pupils in the safe use of technology and ensures pupils are taught about online safety. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents will be managed in line with the child protection procedures outlined in this policy. The DSL follows and shares the advice regarding the sharing of nude and semi-nude images from the UK Council for Internet Safety (UKCIS). All staff are also able to access the advice (Dec 2020) by following the link below:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

The School aims to ensure online safety remains a running theme throughout all policies and procedures and online safety must be considered whilst planning curriculums and in teaching and staff training.

The School does not permit pupils to bring mobile telephones, smart phones, tablets or handheld devices into School and should it be required, the School follows the Department of Education's advice regarding Searching, screening and confiscation of items (January 2018). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

When using online technology within the School (e.g. on school laptops and devices) the School's E Safety Policy must be followed and the necessary levels of filtering and monitoring are in place in order to limit as far as possible exposure to online risks. The School also ensures the appropriate level of security protection procedures are in place.

Although the School does not allow mobile or handheld devices to be brought on site it recognises that many pupils own or have access to hand held devices and parents are therefore encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. The DSL is always available to support parents with issues and any allegations of peer on peer abuse or child abuse which take place online during times outside of school hours and off the school site. Any such issues should be managed in line with this policy.

The School conducts an annual review of our approach to online safety in order to ensure the ever evolving risks are considered and our approach is amended accordingly. All staff receive regular briefings and training on online safety matters including during induction for new staff. Staff are also encouraged to access the information and support available in Annex D of KCSiE (Sept 21) for further information.

REMOTE LEARNING

Where pupils are required to learn online from home the School will follow the current government advice on how to ensure this is managed safely. Advice can be found via the following link:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

PARENTS

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform the parents of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour and Discipline Sanction and Rewards Policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. As outlined in our Prevent Policy and Cyber Bullying Policy the school curriculum also educates pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material. In line with government regulations the School ensures the curriculum provides appropriate Relationship Education to pupils as outlined in the following guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Further advice for teachers regarding training on delivering Relationships, Sex and Health Education (RSHE) can be found via the link below:

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

All pupils know that there are adults to whom they can turn if they are worried, including the School Visitors, and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- Every child has a homework diary which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Children’s Commissioner on 0800 528 0731 www.childrenscommissioner.gov.uk and the contact details for the School’s Visitors.
- All pupils have access to a telephone helpline enabling them to call for support in private. Relevant telephone numbers are provided in the boarder’s telephone booth.
- Our surgery and boarding accommodation display advice on where pupils can seek help.
- We provide leadership training to senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on Cyberbullying please refer to the relevant school policy on Cyberbullying and E-Safety.
- We provide PSHE and Current Affairs lessons for pupils in Upper School which include information on radicalisation and Female Genital Mutilation.

POSITION OF TRUST

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

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

STAFF BEHAVIOUR

Members of staff must consult the relevant Staff Handbook and the following policies in connection with Staff Behaviour:

Staff Code of Conduct
 Social Media
 Contact Adult to Child
 Restraint
 Alcohol
 Data Protection
 Whistleblowing
 Intimate Care

All policies are available to staff on the Teachers Shared computer drive or in paper format on request to the Assistant Bursar & Director of HR.

The following guidelines apply particularly to child protection.

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the school counsellor, school visitor or member of the medical staff.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car and should this be required in an emergency the pupil should sit in the back of the car.

Staff / Pupil Relationships

Even though we are a Prep School and therefore only have pupils up to the age of 13 all staff are reminded that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect to that child, even if, in the case of those over 16 the relationship is consensual.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. This is also detailed in the school's Social Media Policy.

Use of Mobile Phones and Cameras

Teaching and Administrative staff may only use the school mobile phones and school cameras to take photos or videos of pupils during the school day or at school events in order to provide such photos to the Headmaster and the Marketing Department for marketing and publicity purposes.

Any photos taken should be sent via email to the Headmaster and to Marketing at the earliest opportunity and all material must then be deleted immediately from the device. Further details can be found in the Social Media Policy. This policy applies to the Whole School including the EYFS.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the DSL and Headmaster should be informed immediately and the incident and circumstances should be recorded as soon as possible, and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to defuse the situation have failed. Another member of staff should, if possible, be present to act as a witness.

The child should be held by the upper arms, if possible with their back to the restrainer. To prevent the lashing out of feet one can hook a leg around the child's shins. Do not over-resist. If a child is simply going to break away to calm down alone then allow that to happen. If you feel the child presents a real danger to others though you must hold on and wait for help. If further force is necessary then bear hug the child to restrict the movement of limbs. Keep talking calmly to the child and reassuring the individual. Ask other children to leave the area and to call for adult assistance. Walk away with the child if possible.

All incidents of the use of physical restraint should be reported immediately to the DSL and Headmaster and recorded in writing. The DSL and Headmaster will then decide what to do next. Parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable and this is of particular importance for children within the Nursery and EYFS. Further details can be found in the school's Restraint Policy.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This close one-to-one teaching method should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and the pupil should sit in the back seat of the car.

Staff Access to Boarding Accommodation

The maintenance team access the boarding accommodation when required during the day when boarders are not in the accommodation. Best practice is for maintenance staff not to enter the accommodation alone but to work in pairs. Similarly the maintenance team do not enter the changing block alone and ask for a chaperone if necessary.

The Domestic Cleaners may enter to clean the boarding accommodation when the children are not in the accommodation, this usually being either when the children are having breakfast in the Dining Room or are in lessons.

Day Duty staff patrol the dormitories between 5.30pm and 6.30pm to check children are not loitering after prep. Boarding staff, all of whom have undergone boarding induction staff training, have access from cereal onwards. Senior duty staff are then on the boarding corridor until 9.45pm at which point the Assistant Housemistresses take over for night duty.

Children visiting Staff accommodation

With prior permission from the Headmaster children may occasionally be invited to visit Staff accommodation. In these instances children should always be in groups of 2 or more and should only visit public rooms.

Changing arrangements for children

Staff should refer to the Intimate Care Policy for details.

Staff medication

In line with the Statutory Framework for the Early Years Foundation Stage (April 2017), staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they must seek medical advice and inform the DSL as necessary. The School will only allow staff to work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be kept out of the reach of children at all times and staff working within the EYFS must ensure they follow the guidelines on safe storage of medication as set out by the Head of Pre-Prep.

Staff relationships

Staff members are responsible for ensuring they consider any implications for the safeguarding of children in the School with regards to their personal relationships and associations both within and outside of the School workplace (including online). Staff are able to approach the DSL to discuss any matters outside of work which may have implications for safeguarding within the School. In such circumstances the School will work to safeguard the welfare of the member of staff and provide advice and support as appropriate. Should it be necessary the DSL will also consider whether there are measures that need to be put in place to safeguard children (e.g. by putting arrangements in place to stop or restrict a person coming onto the School site where a potential risk to children has been identified).

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

ACTION IF A PUPIL IS MISSING

All children, regardless of circumstances, are entitled to a full time education. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff are therefore required to follow the School's procedures for unauthorised absence as outlined in the School's Missing Pupils Policy. The School will aim where reasonably possible to ensure we hold more than one emergency contact number for all pupils to allow contact to be made with a responsible adult should a child missing education also be identified as a welfare and / or safeguarding concern.

In addition, and in line with the school's Prevent Policy, staff are required to understand the importance of monitoring pupil absences and promptly addressing any concerns regarding irregular absence with parents / carers. Staff should ensure they are mindful of their obligation to inform the local authority of any concerns relating to pupil absence in line with KCSIE (Sept 21). Staff are able to report any concerns to the DSL and ensure they follow the safeguarding procedures to protect pupils who go missing from school, particularly on repeat occasions. The DSL is then responsible for notifying the Local Authority should a pupil fail to attend school regularly or be absent without permission for more than 10 continuous school days.

ADMISSIONS REGISTER

The Registrar is responsible for the School's Admissions Register and for ensuring it remains accurate and up to date. She must ensure that pupils are placed on the Admissions Register at the beginning of the first day on which the School has agreed, or been notified, that the pupil will attend the School. If the pupil then fails to attend School on the agreed date, the DSL must be informed to allow him to consider notifying the Local Authority at the earliest opportunity to prevent the child from going missing from education.

If a parent notifies the School that their child will live at another address, the Registrar must record in the Admissions Register:

- the full name of the parent with whom the parent will live;
- the new address; and
- the date from when the pupil is expected to live at this address

Where a parent of a pupil notifies the School that the pupil is registered at another school or will be attending a different school in the future, the Registrar must record in the Admissions Register:

- the name of the new school;
- the date on which the pupil first attended or is due to start attending that school

The School is required to notify the Local Authority **within five days** when a pupil's name is added to the admission register (excluding pupils registering for Nursery).

The School must also notify the Local Authority when a pupil's name is to be deleted from the Admissions Register under any of the 15 grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended Sept 2016, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register (excluding pupils leaving at the end of Year 8).

The School must provide the Local Authority with the required information relating to pupils who are being deleted from the Admissions Register in line with KCSIE (Sept 21).

If a parent or carer expresses an intention to remove a child from school with a view to educating at home the School will work with the parents, Local Authority and other key professionals to co-ordinate a meeting, ideally before the final decision is made, to ensure the parents / carers have considered what is in the best interest of the child. This is particularly important where a child has SEND, is vulnerable and/or has a social worker.

EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through PHSE lessons, the Pupil and Boarders' Councils, participation in anti-bullying week, tutor meetings and frequent and regular conversations between staff and pupils.

BULLYING

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. Please see our school policies on Anti-bullying, Cyber Bullying and our Anti-Bullying charter for further details. Incidents of bullying which are likely to lead to significant harm also fall under this policy.

COMPLAINTS

Copies of the school's complaints procedure can be sent to any parent on request and is also available on the school website. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmaster and to the DSL (or to the Chairman of Governors where the concern relates to the Headmaster). Any concern will be thoroughly investigated under the school's Whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

Staff and volunteers should also feel confident to raise concerns about poor or unsafe practice or relating to any perceived failures in the school's safeguarding processes through the school's Whistleblowing procedures. Further details can be found in the school's Whistleblowing Policy.

Should staff feel unable to raise concerns, or feel that a genuine concern is not being addressed, they may also wish to follow other whistleblowing channels including the NSPCC

whistleblowing helpline 0800 028 0285 (from 8am – 8pm) or email help@nspcc.org.uk .
Advice can also be found on the NSPCC website using the link below:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

USE OF SCHOOL PREMISES FOR NON-SCHOOL ACTIVITIES

Where the School premises are let to organisations or individuals it is the responsibility of the Bursar to ensure the appropriate safeguarding arrangements are in place to keep children safe. All letting agreements should include safeguarding arrangements as a condition of use and occupation of the premises.

MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its Safeguarding (Child Protection) Policy and procedures through the following activities:

- Annual review and sign off by the Oxfordshire Safeguarding Board;
- Annual review and sign off by the Governing Body;
- Governor visits to the school including a termly visit from the Safeguarding Governor;
- Senior leadership and management team discussions;
- Staff meetings;
- Pupil questionnaires;
- Scrutiny of attendance data;
- Regular analysis of a range of risk assessments especially by the Health & Safety Officer;
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school ;
- Termly scrutiny by governors and reference to Child Protection in all governor meeting minutes;
- A logs of serious incidents (including bullying and/or racist behaviour) is kept by the Deputy Headmaster and is reviewed regularly by the senior leadership team;
- Regular review of parental concerns and parental questionnaires;
- Regular review of the use of pupils' common rooms and changing rooms and any other leisure rooms and activities after school;
- Regular review of the Pupil Council & Boarding Council Minutes;
- Pastoral Committee.

Staff should have regard for the following policies and statutory guidance amongst others:

Prevent Policy
Missing Pupils
Restraint
Whistleblowing
Data Protection
Cyber-bullying
Anti-bullying
E-Safety

Social Media

Keeping Children Safe in Education (Part 1 & Annex B) Sept 21

Covid-19 Arrangements for Safeguarding and Child Protection at Pinewood School

Reviewed & Updated: July 2021

Reviewed and approved by members of the Governance Committee: September 2021

Next Review Date: October 2021

TYPES OF ABUSE & FURTHER INFORMATION

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Annex B of Keeping Children Safe in Education (Sept 21) contains important information about specific forms of abuse and safeguarding issues. All staff at Pinewood who work directly with children are required to read Annex B. All other staff are encouraged to also familiarise themselves with this information. Annex B can be accessed via the link below:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Physical abuse

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

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including

exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; trafficking, private fostering, missing children and adults and missing children from home or care.

Child Sexual Exploitation (CSE)

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults.

Sexual abuse may involve physical contact, including assault by penetration (for example rape oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-consent activities such as involving children in the production of sexual images or forcing children to watch sexual activities or encouraging children to behave in sexually inappropriate ways.

In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8. It can though affect children of any age including 16-17 year olds who can legally consent to sex if they do not realise they are being exploited (i.e. they believe they are in a genuine relationship).
- It affects both boys and girls and can happen in all communities.

- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.
- CSE can occur without the individual's immediate knowledge (i.e. through others copying videos or images they have created and posted on social media).
- It can occur over time or be a one off occurrence.

Good practice - Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child / young person as a victim of abuse
- Understand the perspective / behaviour of the child / young person and be patient with them
- Help the child / young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

Good practice - Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Staff must also be aware that children can be exploited in many other forms and not just sexually. Other forms of child exploitation include committing burglary, selling drugs, gang violence and initiations.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same. Both boys and girls who are being criminally exploited may also be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and

- children who regularly miss school or education or do not take part in education

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas. Further details on county lines exploitation can be found in Annex B of Keeping Children Safe in Education (Sept 21) and in the following government guidance “Criminal Exploitation of Children and Vulnerable Adults: County Lines”:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It can include “hacking” (unauthorised access to computers), “booting” (attempts to overwhelm a computer or website with internet traffic) and making or supplying malicious software such as viruses. Children with a particular interest in computing may stray inadvertently or deliberately into cybercrime.

If there are concerns about a child in this area the DSL should consider referring to the Cyber Choices programme.

So Called 'Honour Based' Abuse (HBA)

Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and should be treated as such.

Female Genital Mutilation (FGM)

FGM is child abuse and a form of violence against women and girls and should therefore be dealt with as part of existing child safeguarding procedures. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015).

Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found in the Multi-agency statutory guidance on FGM (April 2016, updated Oct 2018) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.

- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), teachers should follow the School's local safeguarding procedures.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Forced Marriage is illegal in England and Wales under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they are pressured to or not)

There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found in Multi-agency guidelines: Handling cases of forced marriage. <https://www.gov.uk/government/publications/handling-cases-of-forced-marriage-multi-agency-practice-guidelines-english>

School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation (Prevent)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Further information can be found within the School's Prevent Policy.

Anti-Modern Slavery

Staff must be aware that slavery did not end with the abolition of slavery in the 19th century. Modern Slavery continues today all over the world and encompasses sexual exploitation, forced labour, criminal exploitation, domestic servitude and organ harvesting.

Domestic Abuse

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases a child may blame themselves for the abuse or may have had to leave the family home as a result.

Special Educational Needs and/or Disabilities

Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff must be careful not to make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. There is also the potential for children with SEN and disabilities to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Pupils with SEND may also have communication barriers and difficulties in overcoming these barriers. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Sexting in schools

Staff may find further advice on responding to and managing sexting in Schools by following the link below:

<https://swgfl.org.uk/resources/managing-sexting-incidents/>

SIGNS OF ABUSE

General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Regularly experiencing nightmares or sleeping problems.
- Changes in personality.
- Outbursts of anger.
- Changes in eating habits.
- Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- Self-harming (includes head banging, scratching, cutting).
- Not receiving adequate medical attention after injuries.
- Showing violence to animals, toys, peers or adults.
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- Lacking in confidence or often wary/anxious.
- Regressing to the behaviour of younger children.
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool

- Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.
- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

Middle childhood

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

School age (5 to 16 years)

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

Adolescence

- Drinks alcohol regularly from an early age.
 - Is concerned for younger siblings without explaining why.
 - Becomes secretive and reluctant to share information.
 - Talks of running away.
 - Shows challenging/disruptive behaviour at school.
 - Is reluctant to get changed for PE etc.
-

Physical abuse

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.

- Large oval shaped bite marks.

Burns or scalds

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

There are other signs and indicators of abuse that are age specific.

Infancy to pre-school

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

Sexual abuse

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children

Infancy to pre-school

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.

- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (aged 10 to 12 years)

- Kisses, hugs, and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

Adolescents (aged 13 to 16 years)

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

Infancy to pre-school

- Talking about sexual acts or using sexually explicit language.
- Having sexual contact with other children.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Middle childhood

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Adolescence

- Masturbating in public.
- Having sexual contact with younger children or older adults.

- Pregnancy when the child does not have a boyfriend.
 - Sexually transmitted diseases.
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Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

Infancy to pre-school

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

Middle childhood

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education or behaviour.
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Adolescence

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of ‘adult’ matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Infancy to pre-school

- Over-affectionate towards strangers or people they haven’t known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

Middle childhood

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.

References

Daniel, B. et al (2011) **Recognizing and helping the neglected child: evidence-based practice for assessment and intervention**. London: Jessica Kingsley.

Rees, G. et al (2011) **Adolescent neglect: research, policy and practice**. London: Jessica Kingsley.

**JOB SPECIFICATION
DESIGNATED SAFEGUARDING LEAD (DSL)**

Key responsibility: The DSL takes **lead responsibility** for safeguarding and child protection.

The DSL is supported by other trained professionals within the School, but the **lead responsibility** for safeguarding and child protection remains with the DSL at all times and is not delegated to any other trained members of staff (including the Deputy DSL).

Areas of responsibility

Managing referrals

- For Safeguarding concerns refer all cases of suspected abuse to the Oxfordshire Safeguarding Children's Board and the LADO.
- In cases where a member of staff is dismissed or leaves due to risk / harm to a child refer all cases to the Disclosure & Barring Service and / or the Police (in cases where a crime may have been committed).
- Support staff who make a direct referral to the local authority children's social care.

Working with others

- Liaise with the Headmaster to inform him of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer at the local authority for child protection concerns (all cases which concern a staff member).
- Ensure all staff and governors understand and follow the Oxfordshire Multi-Agency Safeguarding Arrangements (Apr 2019) which maintain and strengthen the OCSB as part of the multi-agency network which also includes the clinical commissioning group and the Chief Constable of Thames Valley Police.
- Liaise with staff members on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety, safeguarding and Prevent.
- Build a strong working relationship with the Governor for Safeguarding Issues liaising closely on safeguarding referrals.
- Work alongside the Governor for Safeguarding to write the School's Annual Safeguarding Report.
- Report to all governors on safeguarding issues at Council Meetings on a termly basis.

Training

Receive appropriate training carried out at least every 2 years, or more often if required, in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures , especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to understand the unique risks associated with online safety and be confident that that they have the relevant knowledge and up to date capability, including through utilising the skills of the Safeguarder in charge of E-Safety and On Line Safety, in order to keep children safe whilst they are online at school;
- Be able to understand the additional risks that children with SEN and disabilities face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Be able to keep detailed, accurate , secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training, the DSL should also ensure their knowledge and skills are refreshed (via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals to allow him to understand and keep up with any developments relevant to the DSL role.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the School's Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this
- Ensure the child protection policy is available publicly and parents are made 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 LSCB to make sure staff aware of training opportunities and the latest local policies on safeguarding
- Help promote positive educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. To include ensuring that relevant staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for the cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Holding and Sharing Information

- Understand the importance of recording, holding and sharing information effectively as set out in KSCiE (Sept 21).

- Be able to keep detailed, accurate, secure, written records of concerns and referrals and understand the purpose of this record keeping.
- Understand the importance of information sharing both within the school and with other schools on transfer and with safeguarding partners, organisations and practitioners.
- Train all staff in how to take a report of child harm or abuse and ensure all staff (including non-teaching) are confident to do so.
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transported separately from their main pupil file and obtain confirmation of receipt of the file at the new school.
- Understand relevant data protection legislation and regulations and particularly the Data Protection Act 2018 and the UK GDPR.

Availability

- During term-time the DSL (or a deputy) should always be available during school hours for staff in school to discuss any safeguarding concerns.
- It is the responsibility of the DSL to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

**JOB SPECIFICATION
DEPUTY DESIGNATED SAFEGUARDING LEAD (DSL)**

In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will fulfil all duties as outlined below whilst acknowledging that at all times the **lead responsibility** for child protection and safeguarding remains with the DSL.

Areas of responsibility

Managing referrals

- For Safeguarding concerns refer all cases of suspected abuse to the Oxfordshire Safeguarding Children's Board and the LADO.
- In cases where a member of staff is dismissed or leaves due to risk / harm to a child refer all cases to the Disclosure & Barring Service and / or the Police (in cases where a crime may have been committed).
- Support staff who make a direct referral to the local authority children's social care.

Working with others

- Liaise with the Headmaster to inform him of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff members on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety, safeguarding and Prevent.

Training

Receive appropriate training carried out at least every 2 years, or more often if required, in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability, including through utilising the skills of the Safeguarder in charge of E-Safety and On Line Safety, in order to keep children safe whilst they are online at school;
- Be able to understand the additional risks that children with SEN and disabilities face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

- Be able to keep detailed, accurate , secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training, the Deputy DSL should also ensure their knowledge and skills are refreshed (via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals to allow him to understand and keep up with any developments relevant to the Deputy DSL role.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the School's Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this
- Ensure the child protection policy is available publicly and parents are made 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 LSCB to make sure staff aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transported separately from their main pupil file.

Availability

- During term-time the Deputy DSL should support the DSL in his absence by ensuring she is available during school hours for staff in school to discuss any safeguarding concerns.
- It is the responsibility of the DSL to arrange with the Deputy DSL for adequate and appropriate cover arrangements for any out of hours / out of term activities.

**JOB SPECIFICATION
SAFEGUARDER IN CHARGE OF E-SAFETY AND ON LINE SAFETY**

To provide advice and support to the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in relation to E-Safety and On Line Safety within the School and to act as a champion of E-Safety and On Line Safety within the School.

Areas of responsibility

- To promote a safe ICT learning environment for pupils within the School with support from the DSL and Deputy DSL and through discussion with the IT Network Manager and Heads of Department (in particular the Computer Science Head of Department / Co-ordinator).
- To liaise with the IT Network Manager who has responsibility for ensuring that Web filtering is set to correct levels for staff and children (via Fortigate firewall).
- To liaise with the DSL and Headmaster on their monitoring of Cyberbullying through the use of Securus alerts, the Pinewood School email account stopbullying@pinewoodschool.co.uk and moderation and approval of e-mails containing keywords.
- To liaise with the IT Network Manager and DSL on their monitoring of any internet searches for Radicalisation / PREVENT / Suicide websites etc. through the use of Securus alerts.
- To liaise with the IT Network Manager and DSL on their monitoring of Internet history via the Fortigate firewall and analyser.
- To raise and lead discussions on E-Safety and Online Safety as agenda items at the twice termly IT Strategy Meetings.
- To raise and lead discussion of E-Safety and Online Safety as agenda items at the twice termly Pastoral Meetings.
- To work alongside the Head of Computer Science and Pre-Prep Co-Ordinator on the pupils' Computer Science Code of Conduct, the E-Safety Policy, the Cyber Bullying Policy, the Computer Resources (Acceptable Use) for Pupils Policy and Computer Resources (Acceptable Use) for Staff Policy.

Actions where there are concerns about a child



(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
 (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
 (3) Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.
 (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments.
 (5) This could include applying for an Emergency Protection Order (EPO).