



PINEWOOD

Est. 1875

SAFEGUARDING [CHILD PROTECTION] POLICY 2024/25

A Whole-School Policy including EYFS

EMERGENCY CONTACT DETAILS OF EXTERNAL AGENCIES

Oxfordshire:

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:	Jo Lloyd (LADO) 01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk Sandra Barratt (Assistant LADO) 01865 323457 / 07785 453264 Donna Crozier (Assistant LADO) 01865 816382 / 07901 331799 Lorna Todd (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
Referral and Assessment Team:	Oxfordshire Assessment Team 01865 323048 South Assessment Team 01865 897983
Education Safeguarding Advisory Team	ESAT.safeguardingchildren@oxfordshire.gov.uk

West Berkshire:

Multi-Agency Safeguarding Hub (MASH) 01635 503090
Referral and Assessment Team: 01635 503090 child@westberks.gov.uk
LADO safeguarding team: LADO.LADO@westberks.gov.uk.

Swindon:

Multi-Agency Safeguarding Hub (MASH) 01793 466903 swindonmash@swindon.gov.uk
Swindon Safeguarding Partnership 01793 463803
LADO safeguarding team: 01793 463854

South Gloucestershire:

Multi-Agency Safeguarding Hub (MASH) 01454 8666000 (Monday to Friday 9am to 5pm).
The Emergency Duty Team (EDT) 01454 615165 (Out of hours)
LADO safeguarding team: 01454 868508

Medical/Police Emergency: 999
OFSTED Safeguarding Children 08456 404046 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk

DfE Prevent Helpline 0207 340 7264
Counter.extremism@education.gov.uk
Disclosure and Barring Service PO Box
3961, Royal Wootton Bassett SN4 4HF
Tel: 0300 0200 190

Teaching Regulation Agency 0370 000 2288

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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 *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024*, *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, December 2023*, *Working Together to Safeguard Children 2023: A guide to multi-agency working to help, protect and promote the welfare of children, December 2023*, *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) and *Working Together to Improve School attendance* (August 2024).

National Minimum Standards for Boarding Schools (September 2022), *Independent Schools Standards Regulations* (2014).

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 to 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 not at immediate risk.

WHAT IS SAFEGUARDING

- **Safeguarding and promoting the welfare of children** is defined as:
 - *providing help and support to meet the needs of children as soon as problems emerge.*
 - *protecting children from maltreatment, whether that is within or outside the home, including online.*
 - *preventing impairment of children's mental and physical health or development.*
 - *ensuring that children grow up in circumstances consistent with the provision*

- of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

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

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. This includes the school's IT systems where the school and governing body take all reasonable action to limit children's exposure to online risks and ensure the school has appropriate filters and monitoring systems in place and regularly reviews their effectiveness in line with national expectations.

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 (Dec 2023). 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. School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating (KCSIE 2024). This may include liaising and working together with other support services and those agencies involved in safeguarding children, including Early Help and preventative services as required in Working Together to Safeguarding Children 2023:

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

All staff should be aware that children may not feel ready or able to tell someone they are being abused or neglected and they may not recognise their experiences as harmful. It is

therefore crucial that staff determine how best to build trusted relationships with pupils which facilitate communication.

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) which provides information on understanding and identifying abuse, neglect and exploitation. In addition, further information is provided in Appendix A of this policy and at Annex B in KCSIE (Sept 24) 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 24) 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 24) 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 AND CHANNEL

The School has a separate Prevent Policy which outlines the responsibilities of all staff and governors 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 to themselves or others. The School uses the Life Skills curriculum including RSE to help prepare pupils for life in modern Britain and as preventative education to support a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence / harassment.

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.

School staff should also understand when it is appropriate to make a referral to the **Channel team**. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. Again, any concerns relating to Channel should be highlighted through the usual reporting procedures as for any other safeguarding concern, which will be shared with the relevant authorities.

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 24), 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 maintains an accurate Single Central Record (SCR) in line with statutory guidance. This will be monitored and reviewed to ensure compliance by the Governing Body and the school's Leadership Team.

In line with KCSIE (Sept 24) the School ensures all potential new staff are subject to a "digital screening" process prior to interview and that shortlisted candidates are informed that thorough online searches will be carried out. Details on this process can be found in the School's Recruitment and Selection Policy and on the Vacancies Page of the school website.

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 Visiting Speaker Policy for further details.

DISQUALIFICATION FROM WORKING IN CHILDCARE

In line with the guidance set out in KCSIE (Sept 24) 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 three 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 24);
- 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 all governors receive appropriate safeguarding and child protection training at induction to allow them to provide strategic challenge to the School's safeguarding policies and procedures and to support a robust whole school approach to safeguarding. This training should also be regularly updated;
- 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;
- ensuring they meet their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty²³) and their local multi-agency safeguarding arrangements (para 83-93 KCSIE Sept 24);
- approving amendments to Safeguarding arrangements in the light of changing Regulations or recommended best practice;

DESIGNATED SAFEGUARDING LEAD

Tim Knapp, or in his absence Nicola Bailey, is Pinewood's 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. Tim is also our Prevent Lead. Nicola Bailey, who is the Headmaster's Wife 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 24).

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

Email: timknapp@pinewoodschool.co.uk Telephone: 01793 787210

Email: 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 Level 3 or higher level, may also be approached:

Hayley Davies, Head of Emotional Support and Well Being

Jo Siebert, Deputy Head of Pre-Prep, Designated Person for Pre-Prep (including the EYFS)

Jason Lang, Head of Pre-Prep

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

Eleanor Lyon-Taylor, Head of Middle School

Bryce Hewitt-Boorman, Head of Upper School

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

If a member of staff has a concern about a child or if a child tells them they are being, or are at risk of being, abused, exploited or neglected, staff will appropriately respond by listening and offering reassurance in the first instance. Staff should make an accurate factual record as soon as possible including details of:

Dates and times of their observations

Dates and times of any discussions in which they were involved

Any injuries

Explanations given by the child / adult

What action was taken

Any actual words or phrases used by the child

Any questions the staff member asked (remembering not to ask any leading questions)

Pinewood uses CPOMS as its platform for recording all safeguarding concerns. This allows instant record keeping and all staff are able to use the system to log concerns. Access to all data is restricted to the DSL, Senior Safeguarding Leads and the Headmaster. The DSL is able to then share information to relevant staff as appropriate. CPOMS also allows the sharing of information with other schools electronically as appropriate.

Safeguarding records are kept in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information and providing access to official information.

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:

- All new staff receive relevant safeguarding policies (KCSIE, Child Protection, Prevent, Staff Code of Conduct, Behaviour and Discipline and Whistleblowing) ahead of their arrival, which they need to read and sign to state that they understand the school's position on safeguarding.
- Updates on Online Safety, which includes an understanding of expectations as per the school's IT Policy, applicable roles and responsibilities in relation to filtering and monitoring via the school's FortiGate Firewall and Smoothwall Software, and the regular (annual) completion of Online Safety Training via the National Online Safety Training hub, of which Pinewood is a member.

- Reviewing the School's Safeguarding (Child Protection) Policy, including the safeguarding response to children who go missing from education
- Procedures for dealing with child-on-child abuse (further information can be found on page 16), including a helpful signpost sheet of what to do if...(APPENDIX D)
- Review the identity and responsibilities of the DSL, Deputy DSL and wider safeguarding team.
- Ahead of starting, all new staff are also required to complete online training through Develop, including Child Protection in Education and Prevent Awareness. On completion, the Director of HR is notified with a certificate to confirm this.

The DSL will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with Working Together 2023. These will occur annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, INSET, and staff meetings), to provide them with the skills and knowledge to safeguard children effectively.

Any staff who are not confident of accessing Part 1 of KCSIE (Sept 24) may discuss this in confidence with the Bursar & Director of HR. Approval may then be given as appropriate for such staff to instead read Annex A (a condensed version of Part 1) of KCSIE (Sept 24). A verbal discussion of Part 1 of KCSIE (Sept 24) would also follow with the DSL.

All Governors are also required to complete appropriate safeguarding and child protection training prior to commencing their posts. They must also undergo online Prevent training and confirm that they have read the relevant safeguarding documents (Part 1 and 2 of KCSIE (Sept 24) and Child Protection) on an annual basis, in line with teaching staff. They are also welcome to attend INSET training for all staff and are invited to attend the statutory three-year training.

Safeguarding training is also given to volunteers. Everyone attends regular refresher training in line with advice from the OSCB. We follow the guidance and renew this training every three 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 three years in line with school staff.

In addition, all staff are provided with regular updates on child protection and safeguarding via termly INSET or information bulletins as required, to ensure they have the skills and knowledge to safeguard children effectively. This is delivered by the DSL or visiting specialist. The DSL will also provide more regular updates via e-mails, Safeguarding Bulletins and / or during staff meetings as and when appropriate. This includes any updates on how the school manages online safety through its filtering (FortiGate Firewall) and monitoring (Smoothwall Monitor) software. Staff are required annually to complete online safety training via the National Online Safety website.

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.

All staff are encouraged to inform the DSL if there is any area of safeguarding where they need further clarification or additional training in order to be able to confirm their understanding. Equally, 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 the responsibility of everyone working with the school. If anyone has any concerns about a child's welfare they should act on it. Staff should not assume a colleague or another professional will act. 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.

Everyone working in the school, including part-timers, temporary, visiting, contract and volunteers 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, everyone working in School is 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). Anyone may also make a direct referral to children's social care, with contact details available on the Safeguarding notice board and within this policy. 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 (Dec 2023) and advice may be sought from the DSL at any time.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and, if appropriate, the police ([When to call the Police: Guidance for Schools and Colleges](#)) is made immediately. If anyone 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 referrer 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 local authority for reconsideration to ensure concerns are addressed and the child's situation improves.

If a child is in immediate danger or who has suffered, or is likely to suffer significant harm, a referral should be made to children's social care and the police immediately. Anyone 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 this should be reported directly to the Headmaster, or where they concern the Headmaster to the Chairman of Governors and/or direct to the school's local authority.

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 (Dec 2023). 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 needs additional support from one or more agencies, an inter-agency assessment would be undertaken in line with Working Together to Safeguard Children (Dec 2023). 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 under 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, neglect and exploitation, keeping clear records, listening to views of the child, readdressing 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, neglect and exploitation 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](#)"

School Staff, Governors and Trustees are advised to see the DfE Data Protection guidance for schools, which will help understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.

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, and within five days for an in-year transfer or within the first five days of the start of a new term to allow the new school to have support in place for when the new pupil arrives. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt are 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 a victim of abuse and have that support in place for when the child arrives.

MULTI-AGENCY WORKING

Pinewood actively seeks, develops and promotes effective working relationships with external agencies which are key to safeguarding children, including agencies providing early help services to children, the police and Children’s Social Care.

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

The school's local authority is Oxfordshire County Council which operates the OSCB. Pinewood participates in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children’s Board. Through CPOMS recording, we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and complete required actions within agreed timescales.

EARLY HELP ASSESSMENT

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 assessment (as detailed in Chapter 1 of Working Together to Safeguard Children). Early help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse. Staff should be particularly alert to the potential need for early help for any child 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.
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

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 (including those from other organisations and other individuals accessing the school premises)

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 24) 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 harm 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 they 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 whether a child in the School could 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 24). 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 reassurance 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 and the acronym TED (Tell, Explain, Describe) should be followed. 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 School will not initiate any form of investigation without first consulting the Local Authority Designated Officer (LADO), or in the most serious cases, the police.

For an allegation against an adult the Headmaster will be the "case manager". He will lead the investigation and will contact the LADO for advice or direction. Where there is a conflict of interest in reporting a matter to the Headmaster, it should instead be reported directly to the LADO.

The Headmaster 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 LADO within 24 hours. This includes allegations relating to individuals or organisations using the school premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

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 they 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 any records containing allegations of sexual abuse for 75 years.

If an allegation is shown to be unsubstantiated, unfounded, false or malicious, the LADO should consider if the child who made the allegation needs 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 they are 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.

The school will also use the "harms test" as outlined in the DBS guidance to decide if a referral must be made. The "harms test" states that:

"A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult."

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test>

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 24) 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.

LOW-LEVEL CONCERNS POLICY - Concerns that do not meet the harm threshold

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.

The School has a **Low-Level Concerns Policy** which is available on the Policy Drive.

CHILD-ON-CHILD 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.

Child-on-child 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 abuse;
- 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

All staff must report any concerns regarding potential child on child 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 child-on-child 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 (considering the advice of statutory authorities where appropriate) will be carried out to ensure the safety of all pupils. Child-on-child 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 child-on-child abuse by taking a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. Teaching and learning opportunities relating to child-on-child 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;
- 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.

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.

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.

CHILD-ON-CHILD SEXUAL VIOLENCE AND HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and both are categorised as a specific safeguarding issue in education (KCSIE 2024). 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, with clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual 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 child-on-child 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 24).

RESPONDING TO REPORTS OF SEXUAL VIOLENCE AND 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 the 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. It is also important to explain that the law is in place to protect children and not to criminalise them. Children who are victims of sexual violence or harassment will likely find the experience stressful and distressing and will require effective support. KCSIE (Sept 24) contains 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 practice 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 and**

recordings must be uploaded to CPOMS. If a member of staff is unsure how to do this they should speak to the DSL.

- 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 risk 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. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour (HSB) and may prevent escalation of sexual violence.

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 24).

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.

CHILDREN WHO IDENTIFY AS LESBIAN, GAY, BI OR TRANS

The School recognises that the fact a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, children who are LGBT, or perceived to be, can be targeted by other children. The School ensures pupils have access to the Head of Well-Being for support and encourages communication for pupils to share any concerns.

When supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

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, neglect and exploitation 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.

Further information can be found in the Government's:

SEND Code of Practice 0 to 25 years

Supporting Pupils at School with Medical Conditions.

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

Pinewood takes all reasonable action to limit children's exposure to the risks from the school's IT system and ensure the school has appropriate filters (Fortigate) and monitoring (Smoothwall) systems in place and regularly review their effectiveness in line with national expectations. This includes an annual meeting between the DSL, I.T Manager and the Governor responsible for I.T, who review access reports and trial the filters.

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.

Pinewood 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 Pinewood does not allow pupils to bring mobile or handheld devices on site, it recognises that many pupils own or have access to handheld 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 child-on-child 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, including its filtering and monitoring systems, 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 23) for further information.

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 Life Skills (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's Independent Listeners, 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 helplines 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 Independent Listeners.
- All pupils have access to a telephone helpline enabling them to call for support in private. Relevant telephone numbers are provided in the Boarders' telephone booth including for the School's Independent Listener.
- 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 Life Skills 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
 Low Level Concerns Policy
 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.

CHILDREN ABSENT AND MISSING FROM EDUCATION

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.

All staff should be aware that children who are absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is

necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing from education altogether in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures and are 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 24). 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. They 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 24).

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 coordinate 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 Life Skills 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 it 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, they 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/>

ACCESS AND USE OF SCHOOL PREMISES BY EXTERNAL SUPPLIERS, NON-SCHOOL ACTIVITIES AND OFF-SITE ACTIVITIES

Pinewood will ensure that contractors and providers are aware of the school's safeguarding policy and procedures and that this will be referred to and followed if an allegation is made regarding a member of their agency. The school will require that employees and volunteers provided by these organisations use the school's procedures to report concerns.

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.

Where services or activities are provided separately by a third party or other organisation, the school will require assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. If assurance is not obtained, permission to work with our children or use our school premises may be refused. Pinewood will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that external providers are required to have in place.

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 Children Board (OSCB);
- 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 log 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:

Low Level Concerns

Staff Code of Conduct

Prevent Policy

Missing Pupils

Restraint

Whistleblowing

Data Protection

Cyber-bullying

Anti-bullying

E-Safety

Social Media

Recruitment & Selection Policy

Keeping Children Safe in Education (Part 1 & Annex B) Sept 24

Reviewed & Updated: September 2024

Reviewed and updated by Tim Knapp, DSL and Neal Bailey, Headmaster

Reviewed and approved by Jo Lloyd Oxfordshire LADO September 2024

Next Review Date: September 2025 – *however this policy will be updated with safeguarding issues as they emerge and evolve including lessons learnt.*

Reviewed and approved by the Governance Committee: 17 September 2024

Next Review Date: September 2025

APPENDIX A

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 24) 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>

All staff should be aware of indicators of abuse, neglect and exploitation. Knowing what to look for is vital for the early identification of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may need help or protection. If staff are unsure, they should always speak to the DSL, or Deputy DSL.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Abuse is a form of maltreatment of a child and can take various forms:

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.

Witnessing Ill Treatment of Others

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by others.

Specific safeguarding issues

Behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, unexplainable and/or persistent absences from 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 or 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 24) 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>

A County Lines toolkit for professionals is also available here:

<https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

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 a medical examination.

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

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

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, psychological, financial, sexual and emotional pressure. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

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>

New government guidance published in 2022 on Forced Marriage can be accessed here:

<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

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

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

Domestic Abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse, including where they see, hear or experience its effects at home and/or suffer domestic abuse in their own intimate relationships (teenager relationship abuse). All of this can have a detrimental and long-term impact on their health, well-being, development and ability to learn. 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 show 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:

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 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 a 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 their 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 preschool

- 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 preschool

- Kisses and hugs others.
- Is curious about and looks at others 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 preschool

- 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.
-

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 preschool

- 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

- A 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 preschool

- 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 parents, 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.

APPENDIX B

JOB DESCRIPTION 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).

The DSL is responsible for meeting the requirements of Annex C of KCSiE (Sept 24)

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 a timely manner.
- 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.
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Refer to the Oxfordshire Threshold of needs to assist with decision making - [Oxfordshire-Threshold-of-Needs-2021.pdf \(oscb.org.uk\)](https://www.oscb.org.uk/Oxfordshire-Threshold-of-Needs-2021.pdf)

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. This includes being aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019).
- 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; Induction and training must include the school's behaviour policy and the school's procedures for managing children who are absent from education, as well as the staff code of conduct, the child protection policy, responsibilities in relation to filtering and monitoring in relation to ICT and dealing with disclosures and managing allegation processes.
- Be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, susceptible to exploitation, radicalisation and subject to seeing, listening or hearing domestic abuse.
- 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 (Laura Smyth), in order to keep children safe whilst they are online at school. This includes understanding the filtering and monitoring systems and processes that the school has in place to protect its pupils;
- 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 OSCB 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.
- Ensure that all staff are aware of the school's policy on ICT and understand the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Holding and Sharing Information

- Understand the importance of recording, holding and sharing information effectively as set out in KSCiE (Sept 24).
- Be able to keep detailed, accurate, secure, written records of concerns and referrals and understand the purpose of this record keeping. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

- Be able to explain the rationale for decisions made and ensure this is recorded correctly, including instances where referrals were or were not made to another agency including the local authority children’s social care and Prevent programme.
- 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.
- When 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 DESCRIPTION
DEPUTY DESIGNATED SAFEGUARDING LEAD (DSL)**

In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will fulfil all duties 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 OnLine 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/her 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 OSCB 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 they are 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 DESCRIPTION
SAFEGUARDER IN CHARGE OF E-SAFETY AND ONLINE 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 / Coordinator).
- 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 emails 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).

APPENDIX D Pinewood Safeguarding Practice Summary

- Pinewood School is committed to promoting and safeguarding the welfare of all children in its care. Safeguarding is **everyone's** responsibility and staff are encouraged to be vigilant and to maintain an attitude that 'it could happen here.'
- Advice and guidance relating to Safeguarding issues can be sought at any time from the Safeguarding Team who will deal with your query/referrals with sensitivity and due regard for the feelings of the child.
- The Safeguarding Governor is Philip Lough, the Designated Safeguarding Lead (DSL) is Tim Knapp and the Deputy DSL is Nici Bailey.

Be Aware of	A Child in Need	A Child at Risk
<p>Be Aware of the latest developments in Safeguarding</p>	<p>Early Help Early intervention; the best way to deal with issues and prevent them from turning in to bigger problems.</p> <p>All Staff should know about the Early Help Assessment process and seek advice from the Safeguarding Team if they feel a child is in need of early help.</p> <p>The Oxfordshire Threshold of Need and additional information on Early Help is available to read by following this link: http://www.oscb.org.uk/themes-tools/</p>	<p>Current Issues All Staff are required to look out for the kinds of issues which give rise to Safeguarding concerns. These include:</p> <ul style="list-style-type: none"> • Child on Child abuse • Mental health issues • Domestic abuse • Sexting • Child sexual/drug exploitation • Radicalisation/extremism • FGM/forced marriage/honour based violence • Children Missing in Education • Private Fostering <p>Further details can be found in the School Safeguarding Policy and in KCSIE (Sept 2024) Part 1 and Annexe A.</p>
<p>Be Alert to possible Safeguarding Concerns</p>	<p>Categories of Significant Harm</p> <ul style="list-style-type: none"> • Neglect • Physical Abuse • Sexual Abuse • Emotional Abuse 	<p>Possible Indicators of Abuse</p> <ul style="list-style-type: none"> • Changes in behaviour/attitude • Social withdrawal • Restlessness and aimlessness • Sleeping and eating disturbance • Unexplained change in work ethic • Recurrent stomach/headaches • Any unexplained bruising • Self-harming
<p>Remember your training</p>	<p>Receiving a Disclosure of Abuse</p> <ul style="list-style-type: none"> • Never promise confidentiality • Stop, Look, Listen • Ask open questions 'TED' • Record asap using the child's own words. This can be done on CPOMS. • Refer to the DSL immediately and in person. • Do not share this information with anyone else beyond the Safeguarding Team 	<p>How to refer Concerns about a child:</p> <ul style="list-style-type: none"> • Report immediately to the DSL or another member of the Safeguarding Team if DSL is unavailable • If a child is in immediate danger, call the police and/or ambulance on 999 if needed <p>Concerns about a member of staff (whistleblowing):</p> <ul style="list-style-type: none"> • Report directly to the Head • If concern is about the Head then report to Chair of Governors or LADO • You may consider discussing concerns with the DSL and may make a report through them. • Observe confidentiality rules (see below)
<p>Direct Referrals</p>	<ul style="list-style-type: none"> • Staff may also refer directly to Oxfordshire MASH or LADO Team as appropriate to the concern. • Remember to inform the DSL as soon as possible so that an appropriate course of action can be agreed. • Contact details for the OSCB, LADO and MASH are available in the Safeguarding Children Policy 	
<p>Confidentiality</p>	<ul style="list-style-type: none"> • Information known about pupils and their families is sensitive and must be shared in an appropriate manner and on a need to know basis. Information disclosed about abuse must only be shared with the DSL and not discussed with others unless asked to do so by the DSL. • Staff must not publicly speculate about an allegation of a criminal offence against an employee. • Staff must not respond to any request from the media, pupils, parents or the public for statements, either written or verbal. Any such request must be directed to the Headmaster. 	