Safeguarding Children & Child Protection Policy 2026-2027

Last Review:	October 2026
Committee:	FGB
Date Ratified:	October 2027

1. Introduction

1.1. This policy is one of a series in the school's integrated safeguarding portfolio. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of children, protecting them from maltreatment, preventing impairment of children's mental and physical health or development;
- Children who feel safe make more successful learners. This enables them to have optimum life chances so they can enter adulthood successfully;
- Representatives of the whole-school community of students, parents, staff, and governors will be involved in policy development and review;
- This policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

2. Principles

2.1. Oldfield School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989, s1 (1).

2.2. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. Safeguarding and promoting the welfare of children is **everyone's** responsibility. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice. We maintain an attitude of **'it could happen here'** where safeguarding is concerned.

2.3. We recognise that abuse, neglect, and exploitation are rarely standalone events and that there might be multiple issues that overlap and that a multi-agency response might be required.

2.4. We recognise that **everyone** who encounters children and their families has a role to play. We will therefore follow a child-centred approach. This means we consider, always, what is in the best interests of the child.

2.5. We will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to act where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm.

2.6. All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures (SWCPP)
- Section 175 Children Act
- Children and Families Act
- Children and Social Work Act
- Working Together to Safeguard Children
- What to do if you're worried a child is being abused
- Safeguarding Children and Safer Recruitment in Education
- Safer Working Practices
- Local Authority Guidance
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (KCSIE26)
- UKCIS guidance including 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.
- The Prevent Duty
- Counter Terrorism and Security Act
- Working Together to Improve School Attendance
- Relationships and Sex Education Guidance
- Data Protection Act, Data (Use and Access) Act and UK GDPR
- Information Sharing guidance

2.7. We follow procedures set out by Bath & North East Somerset's Community Safety and Safeguarding Partnership (BCSSP) and take account of further guidance issued by the DfE, and the Local Authority.

2.8. Our policy applies to all staff, supply staff, trainee teachers, governors, students, visitors, and volunteers working in the school.

2.9. We recognise that staff, because of their contact with, and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

2.10. We recognise that all staff should be prepared to identify children who may benefit from either universal services and community-based Early Help, or the targeted early help level of Family Help. It means providing support as soon as a problem emerges at any point in the child's life and at the earliest possible opportunity (**Appendix 12).**

2.11. As part of the ethos of the school, the staff and governors are committed to:

2.11.1.1. ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children;

2.11.1.2. ensuring we have a designated safeguarding lead (DSL) for safeguarding/child protection and deputy DSLs who have received appropriate training and support for this role;

2.11.1.3. ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;

2.11.1.4. establishing and maintaining a safe school environment, where all children feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;

2.11.1.5. supporting students who have been abused, and, for those on child protection plans, carrying out specific actions in accordance with the agreed child protection plan;

2.11.1.6. working closely with other professionals to support those students who are on individual child protection plans;

2.11.1.7. including opportunities in the curriculum, especially ICT and PSHE and tutorial programme for children to develop the skills they need to recognise, and stay safe from abuse;

2.11.1.8. ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse, neglect and risks outside of the home and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education and Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;

2.11.1.9. ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead;

2.11.1.10. working in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;

2.11.1.11. contributing to multi-agency working and sharing information appropriately - to protect and support students including ensuring access for social workers conducting assessments;

2.11.1.12. referring to local authority thresholds and eligibility criteria to help make decisions on the child's level of need and the appropriate service to refer on for services;

2.11.1.13. sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs;

2.11.1.14. encouraging and supporting parents/carers and working in partnership with them;

2.11.1.15. ensuring that children with a social worker are where necessary, provided with appropriate pastoral/ academic support to help them succeed;

2.11.1.16. informing the social worker immediately if a student who is subject to a child protection or child in need plan or is looked after is suspended from school.

2.12. The school recognises that it is primarily an agent of referral and not of investigation, although it has an important part to play in caring for and supporting children who have been neglected or abused.

2.13. This policy should be read in conjunction with the following documents/policies:

- Anti-Bullying (student)
- Attendance (Pupils) and Registration
- Code of Conduct (staff)
- Special Educational Needs (SEND)
- Relationships, Sex and Health Education
- Drugs
- Trips and Educational Visits
- Online safety
- Health and Safety
- Student Acceptable Use
- Staff Acceptable Use
- Medical Conditions
- Allergy
- Mobile Phone
- Pastoral Care
- Behaviour
- Home School Links
- Public Interest Disclosure
- Safer Recruitment
- School Security
- Single Equality
- Whistleblowing

3. Aims

3.1. To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children.

3.2. To ensure consistent good practice across the school.

3.3. To demonstrate the school's commitment regarding safeguarding children.

4. Terminology

4.1. **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse, neglect or exploitation, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully. It refers to protecting children from maltreatment whether that is inside or outside the home or online.

4.2. **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children) in respect of those children who have been identified as suffering or being at risk of suffering harm.

4.3. **Staff** refers to all those working for or on behalf of the school, full time, or part time, in either a paid or voluntary capacity.

4.4. **Child** refers to all young people who have not yet reached their 18th birthday.

4.5. **Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers and adoptive parents.

4.6. **CPOMS** refers to the Child Protection Online Management System which the school uses to record all safeguarding and child protection incidents and concerns about a child's welfare.

5. Key personnel:

5.1. The **Designated Safeguarding Lead (DSL)** at Oldfield School is: **Mrs Sarah Mills, Assistant Headteacher: Inclusion** s.mills@oldfieldschool.com

5.2. The **Deputy Designated Safeguarding Leads (deputy DSLs)** at Oldfield school are:

- Mrs R. Henry, Senior Safeguarding Officer, r.henry@oldfieldschool.com
- Mr G. Anderson, Deputy Headteacher: Pastoral, g.anderson@oldfieldschool.com
- Mrs H. Fleming, Assistant Headteacher: Pupil Premium, h.fleming@oldfieldschoo.com
- Mrs G. Williams, Sixth Form Pastoral Support Officer, g.williams@oldfieldschool.com
- Mr M. Hayward, Head of Year 12, m.hayward@oldfieldschool.com

5.3. The **designated teacher for Looked After Children** at Oldfield School is Mrs Sarah Mills Assistant Headteacher: Inclusion, s.mills@oldfieldschool.com who is ultimately responsible for working with the Virtual School Head in respect of pupil premium and the looked after child's personal education plan.

5.4. The designated teacher **for previously looked after children** is Mrs Sarah Mills, Assistant Headteacher: Inclusion, s.mills@oldfieldschool.com. Once the school has been informed that a student is previously looked after, a meeting will be arranged with the family to discuss how the students' individual demands are to be met. Regular reviews undertaken to ensure the support is appropriate for the student to make progress.

5.5. The **nominated child protection governors** for Oldfield school is: **Louise Nevers and Catherine Smith** who can be contacted via the Clerk to the Governors whose email address is available on the school website.

5.6. The **Local Authority Designated Officer (LADO)** for B&NES can be contacted by telephone: 01225 396810. Information may then be requested to be sent to, email: **LADO@bathnes.gov.uk**.

5.7. The Director of Education and Safeguarding is Chris Wilford. He can be contacted by telephone 01225 477 109

5.8. During term time, the DSL is available to discuss any safeguarding concerns in person during school hours and by phone/other digital media outside of these hours. If the DSL is absent from school due to planned/unforeseen absence the deputy DSLs covers this role and will liaise directly with the DSL via phone if required. Outside of term time, the DSL is also available to discuss any safeguarding concerns and will have cover arrangements in place if unavailable at these times. The safeguarding@oldfieldschool.com inbox is available for safeguarding enquiries in and outside of term time.

6. Abuse of trust

6.1. All school staff are aware that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach.

6.2. In addition, staff understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

6.3. The school's Code of Conduct policy sets out expectations of staff. All staff must read and acknowledge that they have read this policy annually.

6.4. All low-level safeguarding concerns are dealt with swiftly, sensitively, and proportionately when they are raised (see **Appendix 13).**

7. Recognising abuse

7.1. To ensure that our children are protected from harm, we understand what types of behaviour constitute abuse and neglect.

7.2. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child at home alone or leaving dangerous items within reach of a child or in all forms of domestic abuse where they could see, hear or experience its effects.

7.3. There are four categories of abuse: physical abuse, emotional abuse, sexual abuse, and neglect as defined in KCSIE. These are outlined in **Appendix 4** of this policy.

7.4. We recognise that children may be abused both in and outside of the home by those known to them or by others. This can be by an adult or adults or by another child or children. Children may also cause harm to other family members (child to parent abuse).

7.5. We recognise that these harms can take different forms and children can be vulnerable to multiple harms at the same time. Forms of abuse can include sexual exploitation, sexual abuse, sexual violence, sexual harassment, criminal exploitation, serious youth violence, domestic abuse or county lines.

7.6. We recognise that technology is a significant component in many safeguarding incidents and that children are at risk of abuse online as well as face to face. We are aware that these harms can occur concurrently via online channels and in daily life.

7.7. Other forms of abuse that staff should be aware of including **Child-on-child abuse, Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Serious Violence, Female Genital Mutilation (FGM), self-harm** (see Appendix 5) and **Cyber-bullying** (refer to Section 7.8 and Appendix 4 of this policy and the School's Anti-Bullying and Online Safety policies).

7.8. **Allegations of abuse made against other children (child-on-child abuse)**

7.8.1. Staff should recognise that children can abuse their peers. This can happen both inside and outside the school and the abuse can be online (for example, consensual/non-consensual making or sharing nudes/semi-nude images including those generated using AI, cyberbullying, threats of physical harm), or physical (for example, being physically

touched/assaulted or students being subject to initiation/hazing or threat of/actual harm with a weapon or upskirting). Other forms of abuse include emotional abuse (name calling/isolation from a group) and harmful sexual behaviour, harassment, sexual violence (which may include misogyny/misandry) or teenage relationship abuse. All these are forms of abuse and staff should ensure that this is never tolerated or passed off as 'banter' or 'part of growing up.' Further details of how the school deals with this kind of abuse is outlined in **Appendix 7.**

7.8.2. All concerns about a child carrying/using a weapon or expressing the intent to do so will be recorded following the school's safeguarding procedures. The DSL/DDSL will assess the level of risk to both the individual and others, considering wider information or concerns and act based on this. This could include a risk assessment / safety plan.

7.8.3. All incidents of child-on-child sexual violence and sexual harassment will be dealt with following this policy and the school's behaviour, anti-bullying, and online safety policies.

7.8.4. Victims will be given additional support either internally or using external agencies (e.g., Off the Record, CAMHS, SARI, The Bridge, Barnardo's).

7.9. **The Prevent Duty**

The Prevent Duty is part of CONTEST, the UK counter terrorism strategy. Its aim is to reduce the threat to the UK from terrorism by stopping people from becoming terrorists or supporting terrorism *(Channel Duty Guidance*). All staff need to ensure that the school is a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent Duty is not intended to limit discussion of these issues. Staff, however, should be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. All staff have a mandatory duty to report any concerns they have about a student to the DSL who will then follow local safeguarding procedures to inform Channel (**see Appendix 8).**

8. Indicators of abuse and what you might see are outlined in Appendix 6.

9. Taking Action - Staff

9.1. Key points to remember for taking action are;

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL immediately/as soon as is reasonably practical;
- if the DSL is unavailable, and the deputy DSLs cannot be located, ensure the information is shared with the most senior person in the school that day and, if necessary, ensure action is taken to report the concern to children's social care;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with friends or family;
- support the child and tell them that they have done the right thing in telling you but do not act like a counsellor;
- record the incident on CPOMS. Volunteers and visitors who are unable to access CPOMS should provide a written account for the DSL which is signed and dated. This is then uploaded to CPOMS by the DSL – for example they complete a 'child protection incident/welfare concern form' (**Appendix 2**);
- seek support for yourself if you are distressed.

10. **Responding to a Disclosure –** Procedures for staff are outlined in **Appendix 9.**

11. **Making a Referral -** Procedures for the DSL are outlined in **Appendix 10.**

12. **Record Keeping**

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible. These procedures and how these documents must be stored are outlined in **Appendix 11.**

13. **Training**

13.1. The Headteacher will ensure that all staff are fully inducted, are made aware of the following policies of the school and that staff are fully aware of their role in implementing these:

- Safeguarding and child protection policy and procedures
- Behaviour
- Staff code of conduct
- Attendance
- Anti-bullying
- Online Safety
- Staff Acceptable Use

13.2. The DSL will ensure that all staff are fully inducted about the school's child protection procedures within 5 days of starting work.

13.3. All staff must read and are familiar with **Part One: Safeguarding Information for all staff (see Appendix 1)** in Keeping Children Safe in Education. Staff will be asked to confirm in writing that they have received and read all relevant staff policies.

13.4. The DSL and deputy DSLs will receive multi-agency child protection training every 2 years and undertake refresher training on specific issues as required. The DSL will attend at least one update annually.

13.5. All staff, both teaching and support, will be provided with child protection training including online safety on a regular basis, at least every 3 years (minimum).

13.6. All staff members will receive safeguarding and child protection updates, including online safety, (for example, via email, e-bulletins, and staff meetings) as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

13.7. Visitors, volunteers, and temporary staff will be made aware of basic information in respect of the school's child protection procedures, including the name of the DSL and deputy DSLs and be issued with the document *"Safeguarding Children Procedures – An information leaflet for volunteers and visitors to the school".*

13.8. The DSL or deputy DSL will have undertaken the BSCPP 'Train the Trainers' course and induct new staff/volunteers to ensure they are aware of the child protection practices, policies, and codes of behaviour within the school and ensure they receive appropriate training.

13.9. Where appropriate, staff will receive additional training to effectively conduct their role e.g., safer recruitment training.

13.10. The DSL and the deputy DSL will keep up to date with local and national advice and guidance on child protection and attend such additional training as is necessary to effectively fulfil their roles at regular intervals, but at least annually, to keep up with any developments relevant to their role. This information will be passed onto staff in a timely manner.

13.11. Whilst considering staff training requirements the school will have due regard to the Teacher's Standards.

13.12. Training records are kept up to date, recording the date, focus and level of training received by individuals. This information is kept within the Single Central Record.

14. Reporting directly to child protection agencies

14.1. Staff should follow the reporting procedures outlined in this policy.

14.2. However, they may also share information directly with children's social care, police, or the NSPCC if:

- the situation is an emergency and the DSL, deputy DSL, the Headteacher and the Chair of Governors are all unavailable; and
- they are convinced that a direct report is the only way to ensure the child's safety.

15. Attendance at case conferences and core groups

15.1. The DSL will liaise with B&NES Children's Services to ensure that all relevant information held by the school/college is provided to B&NES Children's Services during the course of any child protection investigation.

15.2. The DSL will ensure that the school/college is represented at child protection case conferences and core group meetings:

- the DSL or their deputy will attend.
- if no-one from the school/college can attend, the DSL will ensure that a report is made available to the conference or meeting.

16. Allegations against Staff (including supply staff and trainee teachers) / Volunteers / Visitors

16.1. The school's procedures for managing allegations against Staff/Volunteers/Visitors is outlined in **Appendices 13-14**.

16.2. The Code of Conduct and child protection procedures for building contractors are outlined in **Appendix 15.**

17. Whistleblowing

17.1. The school is committed to fostering a culture of openness where staff and volunteers feel able to raise concerns about poor or unsafe practice. Appropriate whistleblowing procedures are in place for such concerns to be raised (refer to the school's Whistleblowing policy).

17.2. The school recognises that there may be circumstances when staff and pupils may feel unable to raise concerns. Staff are reminded annually of the NSPCC whistleblowing helpline on 0800 028 0285 or via email at help@nspcc.org,uk . These details are displayed along the staff corridor.

18. **Roles and responsibilities -** of the DSL, deputy DSLs, Headteacher and Governing Body are outlined in **Appendix 16.**

19. **Collaborating with parents and carers**

19.1 We recognise the importance of working in partnership with parents and carers to ensure the welfare and safety of our students. We will;

- make parents aware of the school/college's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on where necessary, by making all school/college policies available on the school/college website or on request;
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff;
- ensure parent views are considered within the development of school policies;
- ensure a robust complaints system is in place to deal with issues raised by parents and carers;
- provide advice and signpost parents and carers to other services and resources where pupils need extra support.

19.2 **Working with aggressive and violent parents –**

If we become aware that that we are working with families who are known to social services and there are concerns about the behaviour of parents towards members of school staff, this will be discussed with the Head teacher and the DSL, and the information shared with B&NES Children's Services.

20. **Safer Recruitment**

20.1. Oldfield School endeavours to ensure that we do our utmost to employ 'safe' staff by following national and local guidance alongside the school's individual procedures.

20.2. Safer recruitment means that all job applicants will:

a. complete a standard application form;
b. provide two referees, both of whom can comment on the applicant's suitability to work with children (referees will be spoken to on the telephone after a written reference has been received);
c. provide evidence of identity and qualifications;
d. have a DBS check as appropriate to their role;
e. be interviewed.

Points b-e apply to agency staff and volunteers at the school.

20.3. All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection policy and identification of their own safeguarding and child protection training needs. All staff sign to confirm they have received a copy of the Safeguarding and Child Protection policy (see: **Appendix 1).**

20.4. Further details regarding the school's safer recruitment procedures are outlined in the school's Safer Recruitment policy.

21. **Extended school and off-site arrangements**

21.1. Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures.

21.2. When our children attend off-site activities, the DSL will oversee that the organisation has effective child protection arrangements in place.

21.3. Whenever the school places a student with an alternative education provider, we will;

21.3.1. gain written confirmation of the provider's safeguarding and child protection policies;
21.3.2. ensure that appropriate safeguarding checks on individuals working at the establishment have been completed;
21.3.3. gain written confirmation from the provider that they will inform the school of any staff changes and that suitable checks have been made on these new staff members;
21.3.4. Ensure that the school knows where the student is during school hours. This includes keeping records of all the locations that the provider uses;
21.3.5. The student's placement at the provision is review at least half termly to ensure that the setting is meeting the student's needs and that the child is attending regularly. Records of these meetings are kept centrally.
21.3.6. Where safeguarding concerns are found the placement will be immediately terminated whilst a review of the provider is completed.

22. Music tuition

22.1. It is recognised that music tutors often work with children alone and the activity can involve some physical contact with a child. The school's procedures regarding music tuition are outlined in **Appendix 20.**

23. Online Safety

23.1. Most of our students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication, and education. However, we know that the use of technology has become a significant component of many safeguarding issues including child sexual exploitation, radicalisation and sexual predation. We recognise the use of technology often provides the platform that facilitates harm. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

23.2. We recognise the breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- **content: being exposed to illegal, inappropriate, or harmful content**, for example: pornography, extreme sexual or physical violence, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, misinformation, disinformation, fake news, and conspiracy theories.

- **contact: being subjected to harmful online interaction with other users or generative AI applications**; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **conduct: personal online behaviour that increases the likelihood of, or causes, harm,** for example: making, sending, and receiving explicit images (e.g., consensual, and non-consensual

sharing of nudes and semi-nudes and/or pornography, sharing other explicit images including those generated using AI and online bullying.

- **commerce**; risks such as online gambling, inappropriate advertising, phishing and or financial scams.

23.3. The school's Online Safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via social media, texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying and Behaviour policy procedures.

23.4. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites whilst in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home, and we will ensure that students are educated about online safety through assemblies and the PSHE curriculum and for parents an annual Online Safety Information Evening and through our school newsletters/website,

23.5. The school has a duty to ensure that students are not able to access information that may lead them to be drawn into terrorism. All staff have a duty to follow the guidance as laid out in the Prevent Duty and report any suspicions they may have to the DSL. The DSL will then contact Channel as outlined in the Counter Terrorism and Security Act following local established procedures (**see Appendix 8)**

23.6. The school recognises the fact that many children have unlimited and unrestricted access to the internet via their mobile phone networks. To prevent this access leading to the use of this technology to sexually harass, bully or control others or share indecent images/video or access inappropriate online content, the school has Mobile Phone and Bring Your Own Device (BYOD) policies which clearly stipulates the School is a mobile phone-free environment by default.

23.7. **Filtering and monitoring** The Governing body oversee that the school does all it reasonably can to ensure that appropriate filtering and monitoring systems are in place to reduce the risks outlined in section 23 of this policy. These are reviewed annually in consultation with the School's DSL and Network Manager.

The filtering system employed involves the use of software to restrict access to specific websites or content categories deemed inappropriate or non-educational. This includes:

- Block access to websites containing inappropriate, harmful, or distracting content;
- Prevent cyberbullying and harassment;
- To maintain a productive learning environment;
- To comply with regulatory requirements.

The monitoring system employed involves continuous real-time observation of students' activities when they use school provided devices or accessing the school's network. Monitoring software is installed on all student devices provided by the school and works in conjunction with web filtering to ensure safe internet usage and provide reporting capabilities.
The purpose of this system is to:

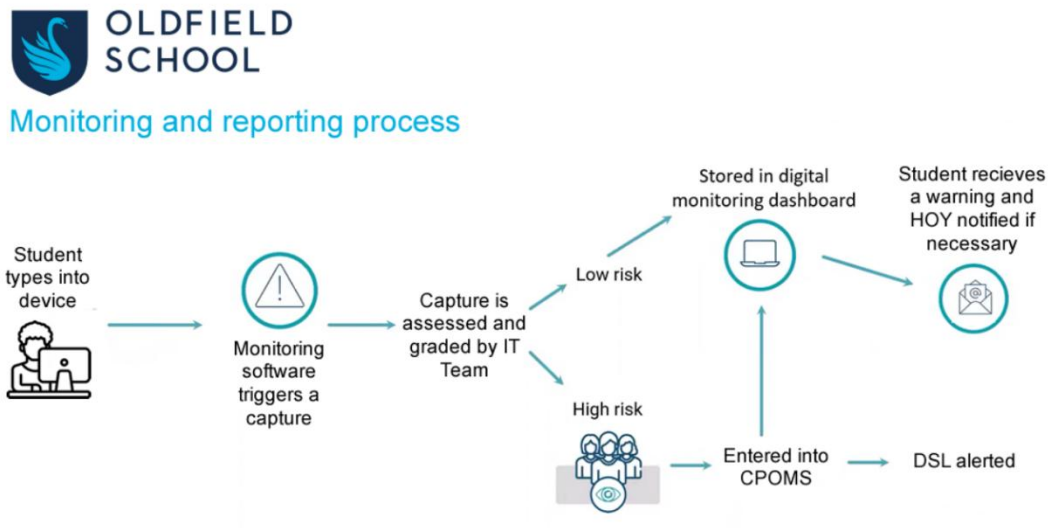
- Detect and prevent inappropriate behaviour: Identifying instances of cyberbullying, racist/homophobic language, harassment, radicalisation, or any other inappropriate online behaviour.
- Identifies potential high-risk behaviour such as self-harm or suicide, enabling early intervention.

- Supporting and promoting responsible usage by encouraging responsible digital citizenship among students through the monitoring of their online activities including the use of generative AI.

Reporting incidents involves the collection and analysis of data in relation to online activities captured through the school's filtering and monitoring systems which can be used to identify potential issues for either individual or groups of students. Reporting is used to:

- Identify patterns of concerning behaviour.
- Facilitate early intervention in cases of cyberbullying, racist/homophobic language, self-harm, and other welfare concerns.
- Collect and analyse data to identify trends and patterns of our student's online activity. This data can be used to in shaping our teaching methods, for example within the PSHE curriculum or whole school assemblies.

All captures are reviewed and graded. The flow diagram below outlines the monitoring and reporting process that is then undertaken.



23.8. **Education at home**

When students are asked to learn online at home the school will follow the advice set out in the DfE guidance 'Safeguarding and Remote education' and in KCSIE. Parents will be informed by the school of any online sites that students are to use whilst being educated at home.

24. Additional Support for Vulnerable Students

24.1. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.
- The Behaviour for Learning Policy which is aimed at supporting vulnerable student in the school. The school will ensure that the student knows that some

behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies that support the student such as social services, Child, and Adolescent Mental Health Service (CAMHS), education welfare service and educational psychology service.

Refer to **Appendix 4** for further information on vulnerable groups.

24.2 We recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and/or neglect, or other potentially traumatic adverse childhood experiences (ACE), this can have a lasting impact throughout their life.

24.3 We also recognise that mental health problems can develop into safeguarding concerns. This could include self-harm, eating disorders, suicidal ideation or a risk of suicide.

24.4 Staff are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where staff have a mental health concern about a child, they should follow the school's referral process as outlined in **Appendix 10.**

24.5 If staff feel that a child is in danger, they will call 999 or arrange for the child to be taken to A&E immediately by a parent/carer or other suitable person. If a child needs help urgently but it is not an emergency then staff will contact NHS 111.

24.6 Where staff have a concern that a child has / is about to self-harm then the procedures outlined in **Appendix 5** should be followed.

25. Opportunities to teach safeguarding.

25.1 Students are taught about safeguarding including online safety. This takes place through the school's PSHE curriculum as well as through the tutorial programme and subject specific curriculums.

25.2 The school delivers all aspects of the Relationships, Sex and Health Education curriculum as set out in the statutory guidance.

25.3 Section 25 of this policy should be read in conjunction with the school's Relationships, Sex and Health Education policy.

26. Site security and visitors

26.1. The Board of Governors is responsible for the security of the school premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage. Refer to **Appendix 15** and the School Security policy.

27. Confidentiality and sharing information - The school's procedures regarding confidentiality and information sharing is outlined in **Appendix 19.**

28. Review

28.1. This policy will be reviewed on an annual basis by the Designated Safeguarding Lead, and updated where appropriate. However, if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

28.2. The Full Governing Body will approve this policy.

Appendix 1: An example of the Google Form sent out to staff to confirm acknowledgment of key safeguarding policies. This must be completed online.

Confirmation of Receipt of Safeguarding Children and Child Protection Policy 2026/27

Name: _____

Date of joining school: _____

Post held in school: _____

Date of Safeguarding and Child Protection induction: _____

Name and designation of staff member responsible for induction: _____

☐ I confirm that I have received and read the school's Safeguarding Children & Child Protection Policy.

☐ I confirm that I have read and understood **Part One of Keeping Children Safe in Education September 2026**

☐ I have been made aware of my duty to safeguard and promote children's welfare.

☐ The procedure for reporting concerns about a child has been explained to me.

☐ I have completed the Safeguarding and Child Protection Questionnaire (overleaf).

Signature: _____

Date: _____

Example of Annual Safeguarding Questionnaire

Safeguarding and Child Protection Questionnaire 2026/27

1. A child has made a disclosure of abuse to you but is very anxious and worried about what will happen to them if anyone finds out. They ask you to keep what they have said to you private. What should your response be? Choose **1** option.

    a) Agree to keep it private as they are emotionally distressed about the consequences.
    b) Reassure the child but explain that you will need to share the information with the DSL so that they can get the help they need.
    c) Tell them that they should not have said anything if they did not want anyone else to know.
    d) Promise the child complete confidentiality regardless of the situation.

2. Which of the following best reflects best practice when recording a child's disclosure? Choose **1** option.

    a) Summarise the child's account in your own words to make it clearer.
    b) Use abbreviations to save time and space in your notes.
    c) Record the child's exact words, include emotional and physical presentation and keep it in chronological order.
    d) Only record what the child said if you believe it is serious.

3. You witness a colleague making repeated, overly personal comments to a sixth form student about their appearance. The student laughs it off, but you feel uncomfortable. You are unsure whether this is a safeguarding issue or just poor judgement. What should you do? Choose **1** option.

    a) Confront the colleague directly in front of other members of staff.
    b) Ignore it unless the student complains.
    c) Mention it casually to other staff to see if they agree it is inappropriate. If they say it is, report it.
    d) Share the low-level concern with the DSL or Headteacher.

4. What is the umbrella name for targeted early help services including those who may require a Section 17 Assessment? Choose **1** option.

    a) Universal help
    b) Community-based help
    c) Family help
    d) Child Protection help

5. A student makes a disclosure to you that sexualised images of themselves have ended up on social media. What should you do? Select **2** options.

    a) Find out if the image is real or AI-generated as this will determine if the disclosure needs to be reported.

b) Report this immediately to the DSL or Deputy DSL, follow local safeguarding procedures and report it to the police.
c) Ensure that the student is supported and make clear to them it is not their fault.
d) Contact the student's parents as they are best placed to deal with this themselves rather than school becoming involved.

6. Which of the following are examples of misogyny that staff should be alert to? Select **2** options.

a) Preferring to work independently rather than in groups.
b) Rating the physical appearance or sexual availability of female classmates
c) Disagreeing with a female student
d) Sexualised touching but the male student states this is 'just banter'.

7. What should staff be able to do to support a student's mental health and wellbeing? Select **2** options.

a) Make a diagnosis of the mental health difficulty such as anxiety or depression.
b) Provide ongoing therapeutic counselling to a child with mental health needs
c) Know that mental health problems can, in some cases, develop into safeguarding concerns.
d) Spot early indicators of mental health difficulties and understand what to do, including when to escalate this to a safeguarding concern.

8. Which of the following statements about child criminal or sexual exploitation (CCE or CSE) are correct? Select **2** options.

a) Children cannot be exploited by other children, only by adults.
b) Children can be exploited by males or females, as individuals or as groups.
c) It can involve force and/or enticement-based methods of compliance.
d) Only children from vulnerable backgrounds can be exploited.

9. Which of the following are included in the definition of modern slavery? Select **2** options.
a) Exploitation, including sexual, criminal, financial exploitation and county lines.
b) Human trafficking and/or forced labour
c) Emotional abuse and neglect
d) Cyber-crime and hacking

10. Which of the following indicators highlighted in KCSIE 26 may show that a child is at risk from or is involved in serious violence? Choose **2** options.
a) Increased attendance to school
b) Changes in friendships or relationships with older individuals or groups.
c) Tiredness and finding it difficult to concentrate
d) Signs of self-harm, assault or unexplained injuries.

OFFICE USE Score ☐ / 10 Submit for filing ☐ Staff member to resubmit ☐

Training required ☐

Appendix 2

Child Protection Incident/Welfare Concern Form

- Complete this form if you are unable to access CPOMS (the school's online safeguarding recording system). Use this form:
  - to record any concern about a child's welfare, or;
  - if you suspect the child may be suffering abuse or neglect;
  - if you have received a disclosure of abuse from a child,
  - if you have heard about an allegation of abuse;
- Pass this form immediately to the DSL: Sarah Mills without delay.

Part A: For use by any staff

Student's name			
Student's date of birth		**Tutor group**	
Date of writing		**Time of writing**	
Date of incident		**Time of incident**	
Details of the incident Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate.			
Please continue on a separate sheet if necessary.			
Reporting staff member's name (PRINT)		**Job title**	
Reporting staff member's signature		**Date**	
Pass this form to the Designated Safeguarding Lead Mrs Sarah Mills, without delay			

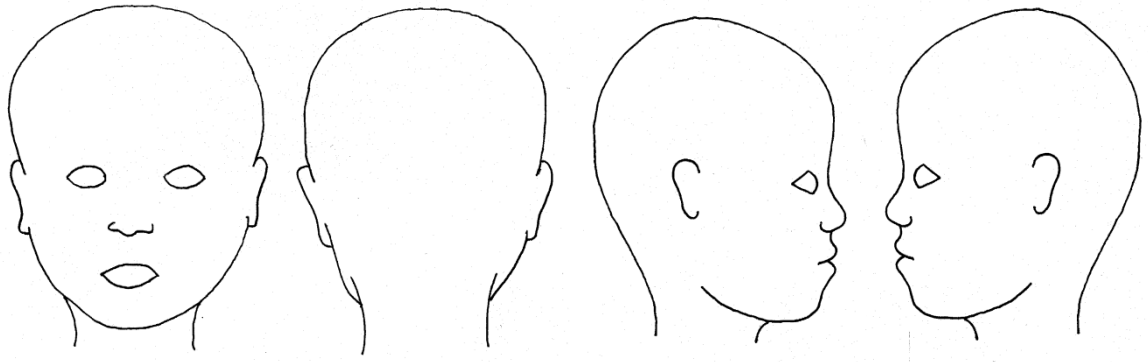
An electronic copy of this form can be found at: T:\Whole School\Pastoral\Child Protection\CP referral forms (school)

Part B: for use by the Designated Safeguarding Lead

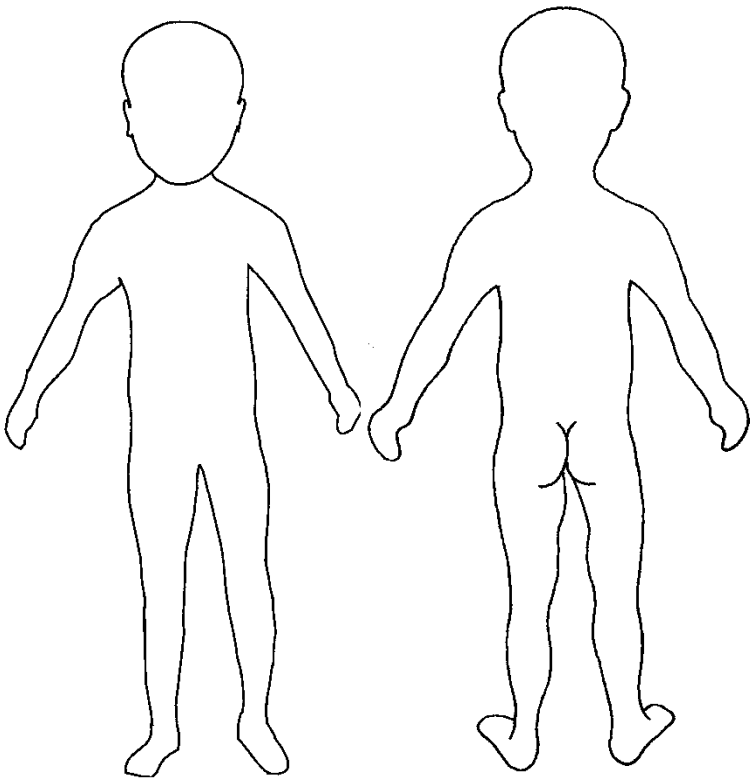
Date of receipt by DSL		**Time of receipt by DSL**	
Response to the incident/concern Note any advice sought (date, time, name, role, organisation and advice given). Actions taken, including names of anyone to whom your information was passed.			
Outcomes Record outcomes of the actions taken.			
Designated Safeguarding Lead's name			
Designated Safeguarding Lead's signature		**Date**	

Appendix 3 Body Map

Student's name		**Student's date of birth**	
Date of incident		**Person completing body map**	



FRONT **BACK** **RIGHT** **LEFT**



Appendix 4 – Types of Abuse

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

Emotional abuse - Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only for meeting the needs of another person. It may feature verbal abuse such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views or 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 the 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, 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 - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative (rape or penetration with an object) and non-penetrative acts (masturbation, kissing, rubbing, and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. This can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by adults and by other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect - Neglect is 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 because of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other forms of abuse that staff should be aware of include:

Bullying - While bullying between children is not a separate category of abuse and neglect, it is a significant issue that can cause considerable anxiety and distress. All incidents of bullying are to be reported and will be managed through our anti-bullying procedures. All students and parents are reminded of the school's anti-bullying procedures, and a copy of the Anti-Bullying policy is published on the website. The subject of bullying is addressed at regular intervals in the PSHE curriculum and through assemblies. The school also takes part in Anti-Bullying Awareness week annually.

Children with SEND can face additional safeguarding challenges, for example they could be affected by bullying but not show any outward signs. To support children with SEND the SENCO/Assistant Headteacher Inclusion/ Head of Year/Teaching Assistants/tutors monitor children on the SEND register to identify any slight changes in behaviour that could indicate that bullying is/has occurred.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

Safeguarding Issues

As students grow more independent, they may face more risk from safeguarding threats from outside of the home, either from within the community, at school or from their own peer group. We monitor closely students going missing from home or from education as this can be an indicator that the young person may be involved in the risks outlined below.

Child abduction and community safety incidents is 'the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (e.g. neighbours/friends), and by strangers'(KCSIE).

Other safety incidents near the school community or as children walk to/from school can raise concerns (e.g. people loitering nearby). The school provides practical advice on how students can keep themselves safe through assemblies, letters home and the PSHE/tutorial curriculum.

Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any sexual or criminal activity;

- in exchange for something the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

CSE and CCE can be perpetrated by individuals or groups, males or females and children or adults. This can be committed or facilitated by an organised network or gang, and the victim may be identify as being part of this group. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. Victims can be exploited even when the activity appears consensual. This exploitation can occur/ be facilitated online. It can affect all children and can include children who have been moved (trafficked) for the purpose of exploitation. This may be modern slavery. If School are concerned a child is the victim of modern slavery child protection procedures outlined in this policy will be followed and a modern slavery referral completed. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation (CCE)

CCE does not always involve physical contact; it can also occur using 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 others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or being to carry a knife for a sense of protection from harm from others. It is important to note that the experience of girls who are criminally exploited can by quite different to that of boys. The indicators are not the same. However, both can be at risk. School recognises that these children are being exploited by others and will be treated as a victim following our safeguarding procedures.

County Lines is a term used '*to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'* (KCSIE). Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs. A referral to the National Referral Mechanism should be considered if missing episodes occur alongside a safeguarding referral for additional support.

Child Sexual Exploitation (CSE) is a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

CSE can occur over time or be a one-off occurrence. It can be committed by an individual or an organised network and most abuse is committed by people known to the child. Children will be seen as victims and the School will follow a safeguarding response even if the child doesn't realise they are being exploited.

Cyber Crime is criminal activity committed using computers and/or the internet. These can be either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can only be committed using a computer). We recognise that students might experiment with illegal online activity, often without understanding the legal or ethical implications. Cyber-dependent crimes could include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

We recognise that students with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL/DDSL will consider referring into the Cyber Choices programme. This is a nationwide preventative police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic Abuse

The definition of domestic violence and abuse includes young people aged 16 and over. Government guidance states that "*any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of sex or sexuality. This can encompass but is not limited to the following types of abuse:*

- *Psychological.*
- *Physical.*
- *Sexual.*
- *Financial.*
- *Emotional."*

***'Controlling behaviour is** a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.'*

***Coercive behaviour is** an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim*."

Controlling or coercive behaviour does not relate to a single incident, it is a purposeful pattern of behaviour which takes place over time by one individual to exert power, control, or coercion over another. Such behaviours might include:

- Isolating a person from their friends and family;
- Depriving them of their basic needs;
- Monitoring their time;
- Monitoring a person via online communication tools or using spyware;
- Taking control over aspects of their everyday life, such as where they can go, who they can see, what to wear and when they can sleep;
- Depriving them of access to support services, such as specialist support or medical services;
- Repeatedly putting them down such as telling them they are worthless;
- Enforcing rules and activity which humiliate, degrade or dehumanise the victim;
- Forcing the victim to take part in criminal activity such as shoplifting, neglect or abuse of children to encourage self-blame and prevent disclosure to authorities;
- Financial abuse including control of finances, such as only allowing a person a punitive allowance;
- Threats to hurt or kill;
- Threats to a child;
- Threats to reveal or publish confidential information (e.g. threatening to 'out' someone);
- Assault;

- Criminal damage (such as destruction of household goods);
- Rape;
- Preventing a person from having access to transport or from working.

A parent experiencing ongoing domestic violence and abuse is likely to have diminished parenting capacity as the emotional and physical toll leaves them exhausted. They may struggle to provide appropriate boundaries for their children and to be emotionally available for them.

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

Teenage victims of domestic abuse experience at least the same level of violence as adult victims and are at risk of serious harm or death. They may also be experiencing abuse from a current or ex-partner that they are not living with and are more likely (than adults) to be abused by more than one perpetrator.

Domestic violence in teenage relationships can be more hidden for many reasons, including the fact that some teenagers may be more acceptant of or dismissive about this form of abuse. Some may not actually conceptualise what is happening to them as being abusive. Teenage domestic violence should be seen as a child protection issue. Many experience additional problems which increase their vulnerability, including mental health issues and self-harm: one in five victims becomes pregnant.

The school refers to B&NES guidance when identifying, reporting, and supporting families where domestic abuse has occurred.

Operation Encompass

The School is part of Operation Encompass. Operation Encompass is a national police and education early intervention safeguarding partnership which supports children who experience Domestic Abuse. Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act. There is a legislative requirement for police forces to share information with educational settings through Operation Encompass.

The police will share information about all police attended domestic abuse incidents which involve any of our students who are related to either of the adults involved in the incident. This sharing of information will occur prior to the start of the next school day so that key staff via the DSL can be aware to support the student/s concerned. The notification will inform us about the context of the incident and will include the voice of the child. The DSL/DDSL will receive this information and make further referrals if appropriate if there are concerns about the student's welfare.

All notifications will be held securely and stored in line with all other confidential safeguarding and child protection information. The School is aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

Female Genital Mutilation (FGM) All professionals need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. Whilst all staff should speak to the DSL/deputy DSL with

regard to any concerns about FGM there is a mandatory duty for all staff if they discover that an act of FGM appears to have been carried out or may be carried out on a girl under the age of 18 the member of staff must report this to the Police.

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk, but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place include when a female family elder is around, particularly when she is visiting from a country of origin, a student may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman', a parent or student may state that they will be taking them out of school on a prolonged holiday, parents seeking to withdraw their child from PSHE where FGM will be discussed. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

'Honour-based' abuse (HBA) includes incidents or 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. This abuse is committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is likely that awareness that a child is the victim of an honour-based crime will only become known after an assault of some kind has taken place. There are inherent risks to the act of disclosure for the victim and limited opportunities to ask for help for fear of retribution from their family or community. There may be evidence of domestic abuse including controlling, coercive and dominating behaviour towards the victim. Self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home may occur.

Young people may face significant harm if their families realise that they have asked for help. All aspects of their safety need to be carefully assessed at every stage. Initially this needs to address whether it is safe for them to return home following a disclosure.

All forms of HBA are abuse (regardless of the motivation) and should be immediately referred to the DSL who will activate local safeguarding procedures.

Forced marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. We recognise we have a key role to play in safeguarding children from forced marriage.

Child on Child Sexual Violence and Sexual Harassment All staff should be aware that children can abuse other children. This used to be referred to as peer-on-peer abuse. This can also include abuse in intimate personal relationships between peers. This is most likely to include, but may not be limited to, bullying (including cyberbullying), physical abuse, sexual violence, sexual harassment, upskirting, sharing nudes and semi nudes' images and videos (sexting), initiation/hazing type violence. **Refer to Appendix 7.**

Serious Violence. This may involve physical assault, carrying or threatening with, or using weapons. It can occur due to peer conflict, bullying or CCE. Staff should report all concerns about a child carrying/using a weapon (or expressing the intent to do so). We recognise our key role in protecting children from violence and that the risks are higher for children with disrupted education (e.g. from suspensions or time in Alternative Provision), have a history of offending, having used drugs or alcohol in early adolescence, previously been a victim or previously perpetrated violence. We recognise that violence can often peak in the hours just before and after school, when students are travelling to and from school and will continue to listen to all stakeholders to continually review our policies and procedures.

Vulnerable groups

Unexplainable and/or persistent absences from education
Students who are persistently absent or missing from school are increasingly vulnerable to exploitation. The school's attendance policy follows statutory guidance outlined in 'Working together to improve school attendance' on who needs to be notified and what action should be taken for students who are persistently absent / periods of absence.

Parents should be asked to provide contact details for at least 2 or more people who can be contacted if a child does not attend school.

Where a parent notifies the school that they are removing the child so they can be educated at home, the following notifications will be made;

- The CMEO must be notified of all decisions;
- If the child is already known to B&NES Children's Services, their allocated social worker should be notified immediately;
- If the child is not known to B&NES Children's Services, but the school has concerns about their welfare, the DSL should make a referral to B&NES Children's Services;

Looked after and previously looked after children (LAC) and care leavers The school recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences. The school's designated teacher for LAC and care leavers has specialist knowledge of the issues faced by this cohort and for this reason. Deputy DSLs will consult with the designated teacher to seek advice whenever there are concerns about the welfare of a looked after or previously looked after child or care leaver.

Children with special education needs or disabilities (SEND) We are aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communication difficulties and professionals may miss vital indicators. Refer to the school's SEND policy. Oldfield School will also follow B&NES guidance.

Privately Fostered children If a member of staff becomes aware that a student is/has entered a private fostering arrangement then this must be reported to the DSL who will inform the appropriate local authority Assessment and Duty Team.

Young Carers We are aware of the additional responsibilities on young carers and if a member of staff has concerns about a student who they believe is a young carer this should be reported to the DSL who may contact B&NES Children's Service for advice. We also support families by making referrals to Young Carers support services when it appropriate to do so.

Appendix 5 – How to manage incidents of self-harm

Self-harm is 'an expression of personal distress, usually made in private, by an individual who deliberately hurts him or herself'. It is often a way of trying to cope with painful and confusing feelings. The nature and meaning of self-harm can vary greatly and the reason or trigger for each action may differ on each occasion.

What to do if a student discloses <u>thoughts of self-harm and/or superficial injury:</u>

- Keep calm, give reassurance, and follow agreed first aid procedures if necessary.
- Let the young person know you care and that they are not alone.
- Take the concerns of the student seriously, no matter how petty or frivolous they may appear.
- Do not try to solve the problem for them but actively listen to their concerns.
- Encourage and support the young person to talk to others, such as parents or professionals, to seek appropriate help.
- Have contact numbers and information for helplines available (**Appendix 17).**
- Inform a DSL as soon as possible so that they can decide what the next steps to take are e.g.: talk to parents, make a referral to CAMHS.
- Staff should make the referral using CPOMS or if a visitor/volunteer in writing that is signed and dated and pass this immediately to the DSL / Deputy DSL.

What to do if faced with <u>serious self-harm with/without suicidal ideation, requiring medical treatment</u>. E.g.: Injury or overdose (however small).

- Call for a first aider and call 999 or arrange for the child to be taken to A&E immediately by a parent/carer or other suitable person.
- If a child needs help urgently but it is not an emergency then staff will contact NHS 111 alongside contacting the parent/carer where doing so does not put the child at risk.
- Follow the school's safeguarding procedures as outlined sections 9-12 of this policy.

Appendix 6 Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding, or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell.'

It is also quite difficult for anyone without medical training to categorise injuries as accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is the responsibility of staff to report concerns. It is not the responsibility of staff to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries.
- show signs of pain or discomfort.
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become uninterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display signs of developmental delay
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is important that you report your suspicions – you do not need proof that the child is at risk.

Parental attributes

- Misusing drugs and/or alcohol
- Physical/mental health or learning difficulties
- Domestic violence
- Avoiding contact with school and other professionals
- Parent/carer/s in prison

Indications that FGM may have already taken place on a student could include-

- having difficulty walking, sitting, or standing and may even look uncomfortable
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- having frequent urinary, menstrual or stomach problems
- having prolonged or repeated absences from school
- having prolonged absence from school with noticeable behaviour changes (e.g. withdrawal/depression) on the student's return
- reluctance to undergo normal medical examinations
- confiding and talking about pain or discomfort between her legs

Indications that Domestic Abuse is taking place -

Emotional responses may include fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the violence and at the other parent for being unable to protect them).

Physical responses may include stress-induced aches and pains, bedwetting, and inability to concentrate. Some children are the direct victims of other types of abuse or injured while trying to intervene on behalf of their parent or sibling.

In relationships where there is domestic violence and abuse, children witness about three-quarters of the abusive incidents. Research indicates that around half the children in such families have themselves been physically abused. Sexual and emotional abuse are also more likely to happen in these families.

Behavioural responses may include acting out, withdrawal, or anxiousness to please. A change in achievement or behaviour, absence from school, difficulties concentrating, lower school achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour and physical injury.

Indications that a student is at risk of CCE;

- absence from school, go missing for periods of time or regularly come home late;
- a change in friendships or relationships with older individuals or groups;
- a significant decline in educational performance;
- signs of self-harm or notable change in wellbeing;
- signs of assault or unexplained injuries;
- unexplained gifts or new possessions;
- association with other young people involved in exploitation;
- changes in emotional well-being;
- use of drugs and alcohol;

Indications that a student is at risk of CSE :

- The above CCE indicators can also be indicators of CSE;
- The student has an older boyfriend or girlfriend;
- suffering from a sexually transmitted infection, displaying sexual behaviours beyond expected sexual development or becomes pregnant.

Indications that a student is at risk of County Lines :

- The above CCE indicators can also be indicators of County Lines;
- Going missing and subsequently found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g. knife crime);
- Involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Exposed to techniques such as plugging;
- Found in accommodation that they have no connection with;
- Owe a debt bond to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

Indications that a student is at risk of becoming involved/are involved in serious violence:

- The above CCE indicators can also be indicators of serious violence;

Indications that a student is at risk of suicide:

- Significant changes in behaviour;

- Ongoing difficulty sleeping;
- Withdrawing from social situations;
- Not wanting to do things they usually like;
- Physical signs of self-harm or neglecting themselves.

Appendix 7 Responding to incidences of Child-on-child Sexual Violence and Sexual Harassment

1. Harmful Sexual Behaviour (HSB), Sexual violence and Sexual harassment

1.1 We recognise that HSB, sexual violence and sexual harassment between students is a serious safeguarding issue, and such behaviour will not be tolerated. These behaviours can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can also take place within intimate personal relationships between peers.

1.2 Children who are victims of HSB, sexual violence and sexual harassment will find the experience stressful, and distressing and it will have an adverse impact on their educational attainment.

1.3 HSB, Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physical and verbal) and are never acceptable. Oldfield School follows a zero-tolerance approach. We recognise that all victims should be taken seriously and will be offered appropriate support and that addressing inappropriate behaviour (even if it appears to be innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

1.4 The school follows the latest guidance in KCSIE and will work with relevant agencies to safeguard and support victims, take appropriate action against alleged perpetrators (s) and ensure a safe learning environment for all students.

1.5 The latest guidance states that it is more likely that girls will be the victims of sexual violence and that it is more likely that boys will perpetrate sexual harassment. We also recognise that Children with SEND can be especially vulnerable and that children who are Lesbian, Gay, Bi, or gender questioning can be targeted by their peers. However, we also recognise that this abuse can happen to boys. We promote through our RSHE curriculum an environment where victims feel empowered to raise concerns and report incidents.

1.6 Any reports of sexual violence or harassment will be taken seriously and thoroughly investigated by the school, and appropriate referrals made to the police and Children's Services.

1.7 We ensure that staff and governors receive relevant training to help them ensure an effective response to incidents that protects individual victims and safeguards the welfare of all students and staff.

1.8 We recognise that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents). These can take place across a number of social media platforms and services and things can move from platform to platform online and can extend further than our school community *(Refer to the 'Online Safety' and 'Anti-Bullying' policies for further guidance).*

1.9 For students living in B&NES the school will follow the B&NES Harmful Sexual Behaviour procedure; for students living in other local authorities, the school will follow their protocols available via SWCPP website.

1.10 We recognise that child-on-child sexual violence and sexual harassment can occur in or outside of school and is most likely to include the following;

Sexual Harassment:

- bullying (including cyberbullying, sexualised online bullying);
- physical abuse e.g. deliberately brushing against someone, or interfering with someone's clothes, hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm*;
- sexual harassment, such as sexual comments, remarks, taunting, using sexualised names, making lewd comments, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- displaying pictures, photos or drawings of a sexual nature,
- consensual and non-consensual making or sharing of nudes or semi-nudes including those made using generative AI or coercing others into sharing images of themselves or performing acts online that they are not comfortable with.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- initiation/hazing type violence and rituals. This may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. *

Sexual Violence

- sexual violence, such as rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent*;

*This may include an online element which facilitates, threatens and/or encourages the abuse.

2. Prevention

2.1 Throughout our school curriculum (e.g. PSHE lessons, tutorial programme, assemblies etc) we make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. We will not tolerate or dismiss sexual violence or sexual harassment as "banter," "part of growing up", "just having a laugh".

2.2 Our PSHE curriculum is developed to be age and stage of development appropriate, but includes:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- what is sexual violence and sexual harassment and why these are always wrong and the laws relating to these;
- Understanding online harms e.g. sharing images, deepfakes, pornography and misogynistic influencers and when and where to seek help.

2.3 A student displaying challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia will be investigated and responded to following the safeguarding procedures set out in this policy.

3. How we respond to a disclosure of sexual violence or sexual harassment

3.1 Any disclosure of sexual harassment or violence will be dealt with following the safeguarding procedures outlined in this policy. Decisions are made by the Designated Safeguarding Lead (or deputy) on a case-by-case basis, in consultation with outside agencies such as social care and/or the police. The following situations are however statutorily clear and would be referred directly to the police and social care;

- a child under the age of thirteen can never consent to any sexual activity;
- the age of consent is sixteen;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law;
- creating and sharing nudes and semi-nude images and videos of under-18s is illegal. This includes children making and sharing sexual images and videos of themselves.

3.2 Where the allegation involves material posted online, we will request that the electronic device is handed over as part of the investigation and will use legal powers to search and confiscate property as set out in the statutory guidance "S*earching, screening and confiscation advice for schools".*

3.3 All disclosures of child-on-child sexual violence and sexual harassment will be investigated in line with expectations set out in KCSIE Part 5, this policy and the School's Behaviour and Anti-Bullying Policies. To summarise;

- Staff should listen to but not lead students in their statements. Staff should follow the guidance set out in **Appendix 9 & 11** of this policy.
- Staff should give reassurance that the student is being taken seriously and that they will be supported and kept safe.

- Staff should pass any allegation of child-on- child sexual violence and/or sexual harassment directly the DSL or Deputy DSL who will then work with the DSL to ensure the student's voice is heard, fact finding is thorough, additional support gained where necessary, the involvement (where appropriate) of parents and outside agencies as well as the application of the school's sanctions at the outcome;

- Where an incident is homophobic, racist, gender-based or disablist they will be treated as such and reported to the Local Authority;

- Victims of child-on-child sexual violence and/or sexual harassment will be supported in school in line with the wishes of the student/s and their parents (where appropriate). This

could be in the form of a referral to outside agencies such as Off the Record Listening Service or School Nursing Service or Barnadoes for example.

- When to inform the perpetrator(s) of the allegation/s will be carefully considered following advice by social care and/or the police.

3.4 The member of staff and DSL will write up a record of the investigation. The DSL may take advice from Duty social workers before making a decision. Possible outcomes include referral to Early Help Services, B&NES Children's Services and/or the police, or managing the matter internally under school behaviour policies.

3.5 Where a referral will be made to Children's Services or the Police, the DSL will discuss the issue with the relevant agency and following this discussion a decision will be made on whether and how to inform the alleged perpetrator and their parents.

3.6 The school will take any necessary action to continue to safeguard the victim and other students within the school environment based on the level of risk established from the risk assessment, including decisions about the victim and alleged perpetrator sharing classrooms. These decisions will be reviewed in the light of on-going police and Children's Services investigations to take account of any changes in the status of investigations and any bail conditions placed on the alleged perpetrator.

3.7 Where necessary and appropriate, we will consider the support needs of the alleged perpetrator and will make referrals to relevant agencies for support on their behalf.

4. Risk Assessments

4.1 When there has been a report of sexual violence, the DSL(or a deputy) will make an immediate risk and needs assessment. This will include transport to and from school as well the school day both in and outside of lessons.

4.2 Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

4.3 The risk and needs assessment will consider:
- the victim, especially their protection and support;
- the alleged perpetrators (s); and
- the other children (and, if appropriate, staff) at the school or college.

4.4 Risk assessments are recorded, kept under review and kept securely.

5. Children sharing a classroom: initial considerations when the report is made

5.1 When there has been a report of rape or assault by penetration these are likely to be especially difficult regarding the victim, and close proximity the alleged perpetrator is likely to be especially distressing. The school follows KCSIE guidance which states that *'whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school should also consider how best to keep the victim and alleged perpetrator(s) a reasonable*

distance apart on school premises and on transport to and from school, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s)'. KCSIE para569

5.2 For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) should also be considered immediately. The wishes of the victim should be taken into consideration.

6. Ongoing response

6.1 The school will continually review its risk assessments, support for the victim and alleged perpetrator(s) based on the advice of the police, children's social care and other outside agencies as appropriate on a case-by-case basis. The school will follow the guidance as set out in KCSIE.

7. Parental Involvement

7.1 We will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis) unless to do so would place the child at additional risk. We will follow our Behaviour for Learning policy in response to any disciplinary action that is taken against the alleged perpetrator(s).

7.2 We recognise that following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". We recognise that social media is highly likely to play a significant role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator(s) and a very high likelihood that friends from either side could well harass the victim or alleged perpetrator(s) online. We will ensure that we do all we can to ensure both the victim and alleged perpetrator(s), and any witnesses, are not being bullied or harassed following the procedures outlined in our Anti-Bullying policy.

7.3 We will signpost any student/parent affected by the incident to appropriate support services (these are outlined in **Appendix 17).**

8. Dealing with an incident of sending consensual/non-consensual nudes/semi-nude images/video

8.1 When an incident involving sending nudes/semi-nude images is reported the school follows the guidance as set out in the UK Council for Child Internet Safety; Education Group's guidance to support this process Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk) and full guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

8.2 The incident should be referred to the DSL as soon as possible. The DSL will hold an initial review meeting with appropriate school staff. At this initial stage, the safeguarding team review the information and consider the 5 points for immediate referral. They make an initial decision about whether the incident can be dealt with in-house.

8.3 There will be subsequent interviews with the young people involved (if appropriate).

8.4 Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

8.5 The DSL will follow the guidelines issued in 'Sharing nudes and semi-nudes: advice for education settings' regarding the 5 points for referral:

1. Adult involvement
2. Coercion or extortion or groomed
3. Extreme for the age of the children involved or violent.
4. Sexual acts when there is child under the age of 13
5. Immediate risk of harm

8.6 The following considerations will also be risk assessed -

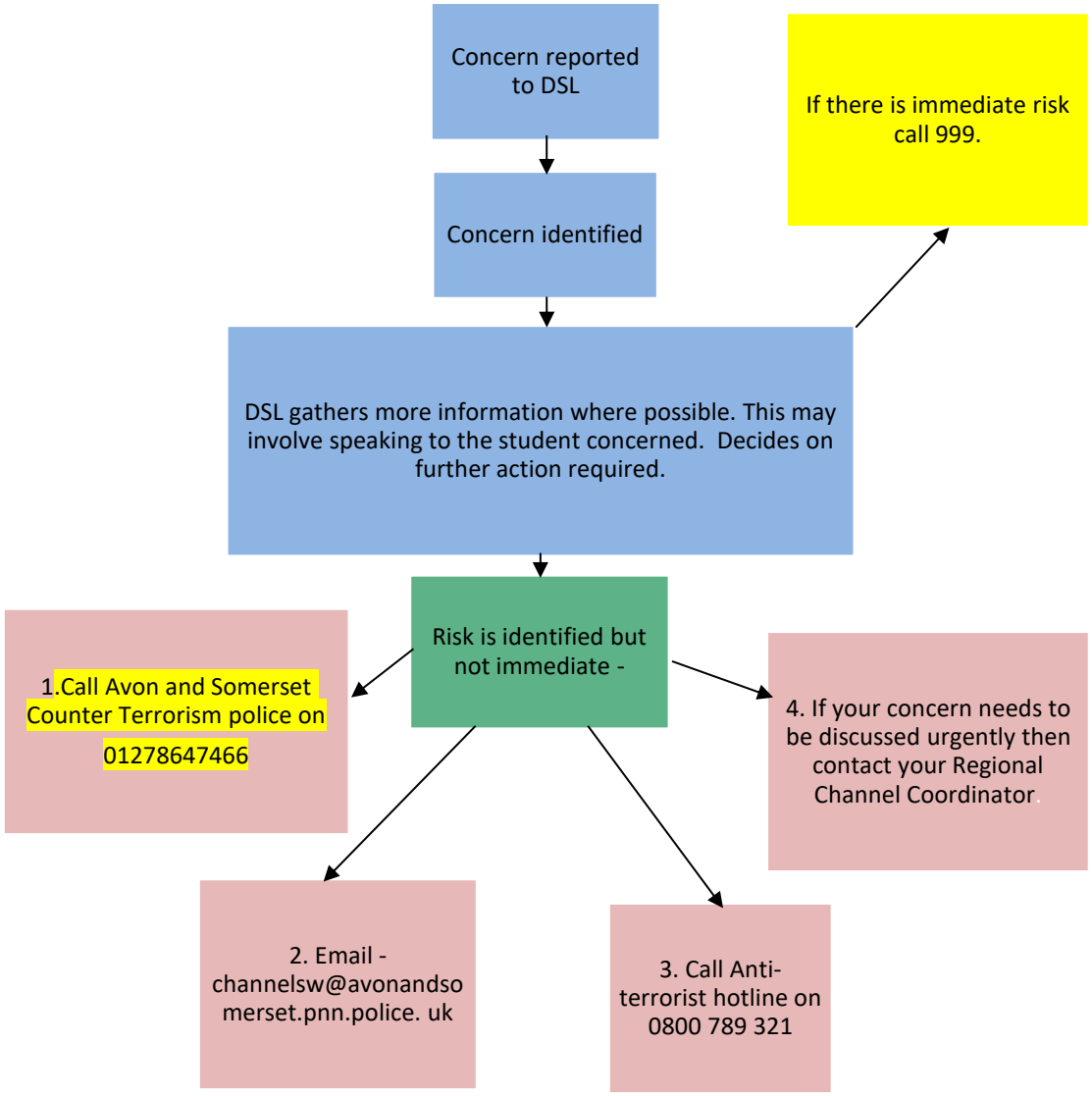
- Vulnerability of the child
- How information is shared and where
- Impact on children
- Age of the children
- Immediate risk of harm

8.7 At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Appendix 8: Dealing with Concern about Radicalisation of a student

We recognise our safeguarding duty to promote British values to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism. Under the Counterterrorism and Security Act 2015, we recognise our duty to refer young people on to Channel Panel under the Prevent strategy where there are concerns that they are being radicalised.

If we have concerns that a young person might be considering extremist ideologies and/or may be radicalised and would benefit from specialist support to challenge extremist ideologies, or that a younger pupil may be at risk due to their parent's radicalisation, we will follow the guidance set out in the flow diagram below:



Appendix 9 Responding to a Disclosure – Procedures for staff

It takes a lot of courage for a child to disclose that they are being neglected or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

During the conversation:

- Allow them to speak freely.
- Reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to B&NES Children's Services.
- Reassure the child that what has happened is not their fault and that they were right to tell someone. Give reassuring nods or words of comfort – 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Reassure the child that they are being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child ever be made to feel ashamed for making a report.
- Listen to what is said without displaying shock or disbelief and accept what the child is saying. Remain calm and do not over react – the child may stop talking if they feel they are upsetting you.
- Do not be afraid of silences – remember how hard this must be for the child.
- Do not ask direct questions but allow the child to tell their story. Under no circumstances ask investigative questions – such as "Did your dad do it?" or "What does the child's mother thinks about all this?"
- Only genuine non-directing, open questions can be asked. Staff should ask who? what? where? when? and how? If clarification is needed, they need to use "... tell me more ….; explain……, describe ……"
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. Explain that you must pass this information on to the DSL. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.

Staff should signal their willingness to listen to the child but make it clear that they cannot promise confidentiality. If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you **must** pass the information on – you are not allowed to keep secrets.

The point at which you do this is a matter for professional judgement. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise. Tell the child that the DSL is obliged to refer cases of alleged abuse to the appropriate agencies. Individual

members of staff do not tell the parent/carer. However, the parent will be informed of the referral by the DSL before Social Services is contacted when it is appropriate to do so, as long as this does not place the child at further risk.

Staff should note that not all students feel ready or know how to tell someone that they are being abused so staff should always look out for and report to the DSL (using CPOMS) any indicators of abuse that they observe **(Appendix 6).**

After the conversation:

- Report verbally **without delay** to the DSL.

- Staff must write up the conversation as soon as possible. Staff should record carefully what they see, hear, or observe – but leave out feelings, fears, or judgements. They should use the student's own words where possible using speech marks to indicate where this occurs.

- The record should be made on the school's online safeguarding recording system called CPOMS. All incident records should be written using the first name of the child/children involved as it is recorded on SIMS.

- Staff who cannot access this system should record their concerns as set out on the Child Protection Incident/Welfare Concern Form (**Appendix 2**) completing a Body Map to identify the injury if applicable (**Appendix 3**) and hand both to a DSL. They should ensure that they have printed and signed their name and dated the form.

The role of the member of staff is to immediately pass the referral to a DSL. If a referral is to be made to children's social care, the member of staff may be required to be with the DSL when they telephone the duty officer in the referral and assessment team where possible.

The process shown in Section 11 & Appendix 10 of this policy ***Making a Referral - Procedures for the DSL*** will then be followed.

If the DSL is not available then the matter should be passed to a Deputy DSL, failing that the head teacher. In the unlikely event that none of these are available the member of staff should make the referral to children's social care themselves. If this is the case the member of staff who made the referral should inform the DSL as soon as possible.

There will be occasions when you suspect that a child may be at serious risk, but you have no evidence. The child's behaviour may have changed; their artwork could be bizarre, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. Record the concerns as set out in this appendix.

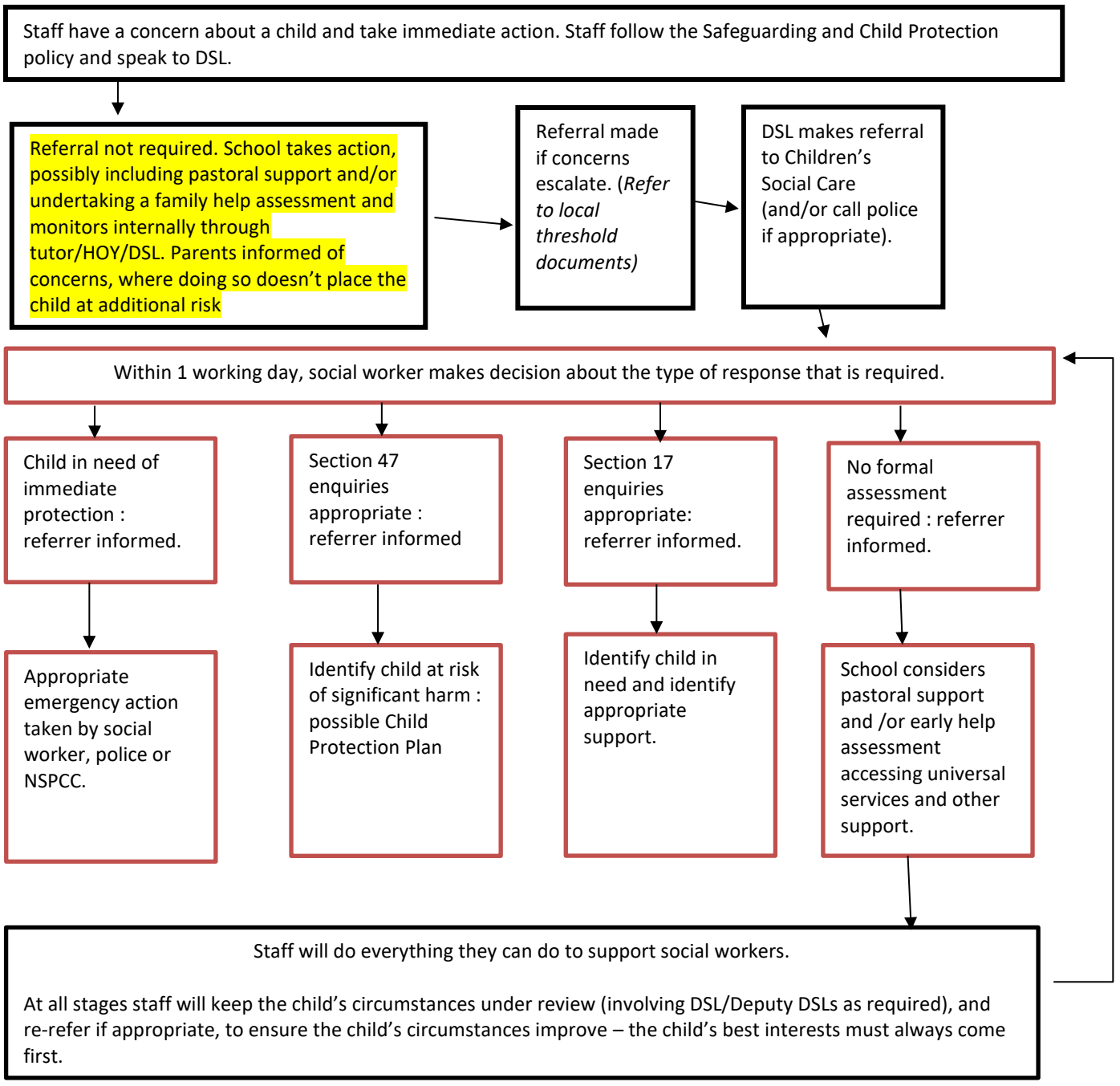
If the child does begin to reveal that they are being harmed, you should follow the advice above in and **Appendix 11.**

Staff will be told about the child protection developments affecting a child if appropriate.

Appendix 10 Making a Referral - Procedures for the DSL

Upon receipt of a disclosure from a member of staff or visitor the DSL will decide whether to make a referral. They will refer to the B&NES thresholds and eligibility criteria to help make decisions on the child's level of need and the appropriate service to refer on for services. The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be informed that a referral is being made, unless to do so would increase the risk to the child. Refer to the Flow chart below to show the action where there are concerns about a child below:

Flow chart to show the action where there are concerns about a child



The DSL will also consult the NPCC 'When to call the police' advice to reach a decision whether the police should be called as part of the referral process.

Where the decision is to make a referral, the DSL will without delay inform the appropriate Children and Families Duty and Assessment and Team by telephone based on the student's home address. For students living in B&NES see information below. Other Assessment and Duty Team numbers are displayed in the Assistant Headteacher: Inclusion office and are available through the SWCPP website Welcome to the South West Child Protection Procedures (trixonline.co.uk)

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a "no names" basis with the Duty social worker to obtain advice on how to proceed.

The telephone referral will be confirmed in writing by the DSL within a maximum of 24 hours. All referrals for a children's social care service will be made by way of an Early Help or Children's Social Care Request for Service Form. Essential information will include the student's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given in line with GDPR regulations. The referral must be signed and dated by the referrer.

Parental consent must be sought prior to the request for service being made unless to seek consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay. If parents do not consent, but the child is at risk of significant harm, the referral should still be made.

If the child already has an allocated social worker, the referral should be made directly to them. A secure email will be sent directly to the allocated social worker.

Where the risks identified do not meet the threshold for a strategy meeting, but there is concern that a section 17 child in need assessment might not be the right course of action, the concern is passed on to B&NES MASH team to gather relevant information from other agencies in order to make the recommendation of which route to pursue.

The Duty and Assessment Team will inform the school/college within 24 hours of the outcome of any referral and what action B&NES Children's Services will be taking. This may include any of the following:

- Carrying out a single assessment to identify the child's needs and establish if the child is a **child in need** under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.
- Convening a **strategy meeting under child protection** procedures as set out in section 4 for any child where there are concerns about significant harm and/or taking any immediate action in order to protect the child.
- Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case the School must

contact the allocated Social Worker. The relevant Social Worker should advise the school when, and by whom, parents will be informed. If necessary, the DSL will also contact the police if this is thought necessary by social care.

Confidentiality must be maintained and information relating to individual students/families shared with staff on a strictly need-to-know basis.

If, after a referral, the child's situation does not appear to be improving, the school will consider following local escalation procedures to ensure the concerns have been addressed and that the child's situation improves.

For students living in B&NES :

Referrals should be in writing using a **Children's Social Care Request for Service Form** Report a concern about a child | Bath and North East Somerset Council (bathnes.gov.uk)

Where there is any doubt about whether the concerns raised meet the threshold for a child protection referral, the DSL may discuss the case on a "no names" basis with a social worker from the Triage Team or the Link Worker assigned to the school to obtain advice on how to proceed.

- Duty telephone numbers: 01225 396111
- Referral for disabled children can also be made using the request for service form above or by calling 01225 396 967

Where the risks identified do not meet the threshold for a strategy meeting but there is concern that a section 17 child in need assessment might not be the right course of action, the concern is passed on to B&NES MASH team to gather relevant information from other agencies in order to make the recommendation of which route to pursue. A DSL may attend MASH if required to do so.

If the school/college does not think the child's situation is improving within a reasonable timescale following referral, this should be taken up with Children Services via the designated safeguarding lead.

Referrals for Alleged Perpetrators of Sexual Abuse – where a student is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to social care, the school will still telephone the Duty and Assessment Team without delay to raise awareness of the concerns relating to the alleged perpetrator. The Duty and Assessment Team will advise whether or not a referral needs to be completed by the school.

The DSL will record all concerns, discussions with the child, any decisions made, giving reasons and any other relevant documentation on CPOMS.

The DSL/Deputy DSL should follow up on a referral should the local authority not have made a decision within one working day. If after the referral the child's situation doesn't appear to be improving the DSL/Deputy DSL who made the referral should press for re-consideration to ensure their concerns have been addressed.

Early Help
If Early Help is appropriate a DSL will liaise with other agencies where appropriate as discussed in **Appendix 12.**

Appendix 11 Monitoring and Record Keeping

Monitoring

Where a pupil has a child protection plan in place and school have been asked to monitor their attendance and welfare as part of this plan, we will share this information in preparation for the conference or with the social worker if needed separately to the conference. The completed monitoring information will be kept on the child's separate child protection file on CPOMS and copies made available to all conferences and core group meetings.

The DSL will notify the allocated social worker if the child is removed from the school roll, excluded for any period of time or goes missing, and will report to other Council staff as required.

Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event into context, and giving the date, time and location on CPOMS.

All records must be dated and signed and discussed with the DSL. Where staff have observed injuries to a child, these should be recorded on a body map outline form, with some indication given about the size of the injury. **Staff should not take photographs of injuries.** All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

Written records of concerns about children must be kept securely for a minimum of 25 years even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral, consideration should be given to the appropriateness of completing an Early Help referral.

Records should show:

- a clear and comprehensive summary of what the concerns were;
- details of how the concern was followed up and resolved;
- what action was taken;
- whether any follow-up action was taken;
- how and why decisions were made and the outcome.

Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken. All records relating to child protection concerns are kept either securely online using the online safeguarding system: CPOMS or in the student's child protection file in a locked cabinet in the locked office in the Deputy Headteacher's office and will remain confidential. They do not form part of the student's educational records and are kept separate from other records.

For all paper files a chronology will be kept at the front of individual students' child protection files, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes. A duplicate chronology is also updated, noting actions and outcomes. This is stored separately from the individual students' files in the locked cabinet.

The quality of child protection records will be monitored by the Headteacher and Safeguarding Governor.

Where a child moves school, copies of child protection documentation will be passed immediately and confidentially to the receiving school within 5 working days, separate from general records, with the original records retained by the school.

The Headteacher or DSL will also telephone the Headteacher or DSL at the new school/college to raise awareness of child protection concerns, and to advise that records are being transferred. Documents will be sent recorded delivery to the receiving school, but a copy of the child protection file will be kept in the child's child protection file for 25 years. Where the receiving school has CPOMS, safeguarding records will be transfer electronically.

Appendix 12 Early Help

As a school we are committed to the local multi agency authority's offer of Early Help including community based / universal early help services or more targeted early help under Family Help. to address the early identification of risk and the prevention of harm to our students.

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. Staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

- children with disabilities and additional needs, including those with special educational needs and additional health needs;
- children with a mental health need;
- young carers;
- children who are pregnant and/or are a parent themselves;
- children who have exhibited early signs of abusive, violent and/or harmful behaviours;
- children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines;
- children who frequently go missing from education, home, school or care;
- children who are using drugs or alcohol;
- children at risk of exploitation through modern slavery and trafficking, sexual or criminal exploitation;
- has experienced multiple suspensions, is on a part-time timetable is at risk of being permanently excluded or is using Alternative Provision;
- children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse;
- children who have returned home from care;
- children who are at risk of honour or faith-based abuse such as FGM or Forced Marriage;
- children who have a parent/s in prison or in custody or is affected by a parent/s offending;
- children who show early signs of abuse or neglect;
- children at risk of radicalisation;
- privately fostered children.

- Where the child's extra needs require services, consideration will be given to what early help support can be offered to a child by the school/college.

- If the child requires an early help service from another agency, we will make a referral to the Early Help service for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child.

- Where the child is receiving an Early Help service, we will work as part of the Team around the Child and assume the role of lead professional where this is appropriate.

- Early help provision is monitored and reviewed to ensure outcomes for the child are improving. If we believe that this is not the case, we consider making a referral for a statutory social work service.

- Outlined below are some of the strategies, systems, and procedures we have in place to safeguard our students around some specific aspects of safeguarding. Included within our early support:

    - Liaison with local authority drugs screening agencies e.g. Turnaround
    - Referring students to specialist support for bereavement.
    - Referral to the School Nurse.
    - SPA referral process / Behaviour & Attendance Panels
    - Liaison with local GPs to support referrals to CAMHS.
    - Liaison with B&NES Attendance and Welfare Support
    - Full time Attendance Officer.
    - Liaison with family support services.
    - Liaison with police where welfare enquiries are required.
    - Mentoring support for those presenting anti-social or criminal behaviour through Compass or Mentoring Plus.
    - Careers advice for students who are at risk of Not in Employment, Education or Training (NEET).
    - Leaflets for parents / staff / students on supporting students with self-harm /cyberbullying /sharing nudes/semi nudes
    - Annual Information Evening for Parents regarding online safety
    - Use of the CSE screening tool.
    - Support from the school's Inclusion and Pastoral Support Workers.
    - Multi-agency meetings.
    - PSHE lessons covering mental health and substance abuse delivered by specialists who offer follow up support as needed.
    - Early Help Assessment
    - Social care referrals
    - Anti-bullying team work throughout the year.
    - Signposting parents and students to agencies.
    - Designated Teacher for Looked After Children (LAC) / Post Looked After Children
    - Use of the PSHEU survey to identify patterns and coordinate intervention linked to demand.
    - Referral to targeted early help services such as Connecting Families/Southside
    - Mental health support e.g. Off the Record, Mental Health Support Team, CAMHS
    - SARI / LGBTQ OTR
    - PSHE Association

Appendix 13 Allegations against Staff (including trainee teachers)/ Volunteers / Visitors / Supply Teachers

As a School we aim to create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. The purpose of this Appendix 13 is to help create and embed a culture of openness, trust, and transparency in which any concern can be shared to minimise the risk of abuse and to ensure that all adults work within their professional boundaries.

We expect our school's values and expected behaviour as set out in our staff code of conduct to be constantly lived, monitored and reinforced by all staff.

We also aim to create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

The following diagram will help staff to be clear about what appropriate behaviour is and be confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.

Part One:

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child; and/or
- possibly committed a criminal offence against or related to a child; and/or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low-Level Concern

Does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that:

- is inconsistent with an organisation's staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold, or is otherwise not serious enough to consider a referral to the LADO - but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation's staff code of conduct, and the law.

Developing and implementing a low-level concerns policy, September 2021, FARRER & Co

Allegations that may meet the harm threshold

Part One of this Appendix is about managing cases of allegations that might indicate a person will pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This appendix should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, trainee teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. For example, where a member of staff /volunteer engages in an incident outside of school which did not involve children but could have an impact on their suitability to work with children.

This appendix relates to members of staff, supply staff, trainee teachers, contractors and volunteers who are currently working at the School regardless of whether the school or college is where the alleged abuse took place.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse would also be referred to the police.

The Headteacher will contact the Local Authority Designated Officer (LADO), Deputy Head of Safeguarding & Quality Assurance on 01225 396810 or the Head of Safeguarding & Quality Assurance on 01225 396974 within one working day receiving an allegation against a member of staff.

This will be followed by the referral form (**Appendix 14**) which must be used when referring an allegation made against a member of staff to the LADO.

It is not the role of the Headteacher, DSL or anyone else to conduct their own internal investigation unless the LADO advises that this is the course of action to follow and confirms this by email.

The flowchart below sets out how allegations against staff will be managed.

Staff and volunteers must report an allegation about a member of staff without delay to the Headteacher. Once an allegation against a member of staff has been made, discussions must begin with the LADO.

Where the allegation is against the Headteacher, the member of staff/volunteer must either contact the Chair of Governors or the LADO, above. If contacted with regard to an allegation against the Headteacher, the Chair of Governors will follow the LA *"Guidance for Chairs of Governors Dealing with Child Protection* Allegations against the Headteacher" and contact the Senior HR Consultant for consultation.

As above an allegation must not be discussed with the alleged perpetrator or other members of staff or governors, unless advised to do so by the LADO. Any referrals made to the LADO regarding allegations against staff shall be made using the B&NES Managing Allegations Referral Form (**Appendix 14).**

The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children. The school's *Code of Conduct for Staff* Policy sets out our expectations of staff which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the policy annually.

Supply teachers/Trainee Teachers: whilst not employed by the school, supply and trainee teachers are under the supervision, direction and control of the governing body when working in the school. The School will ensure any allegations made are dealt with properly. A discussion with the agency/university will occur to decide whether it is appropriate to suspend the supply/trainee teacher, or redeploy them to another part of the school, whilst they conduct their investigation. Where evidence is requested by the LADO the School will usually take the lead.

If staff have suspicions about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a tricky situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistle-blowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues must be reported.

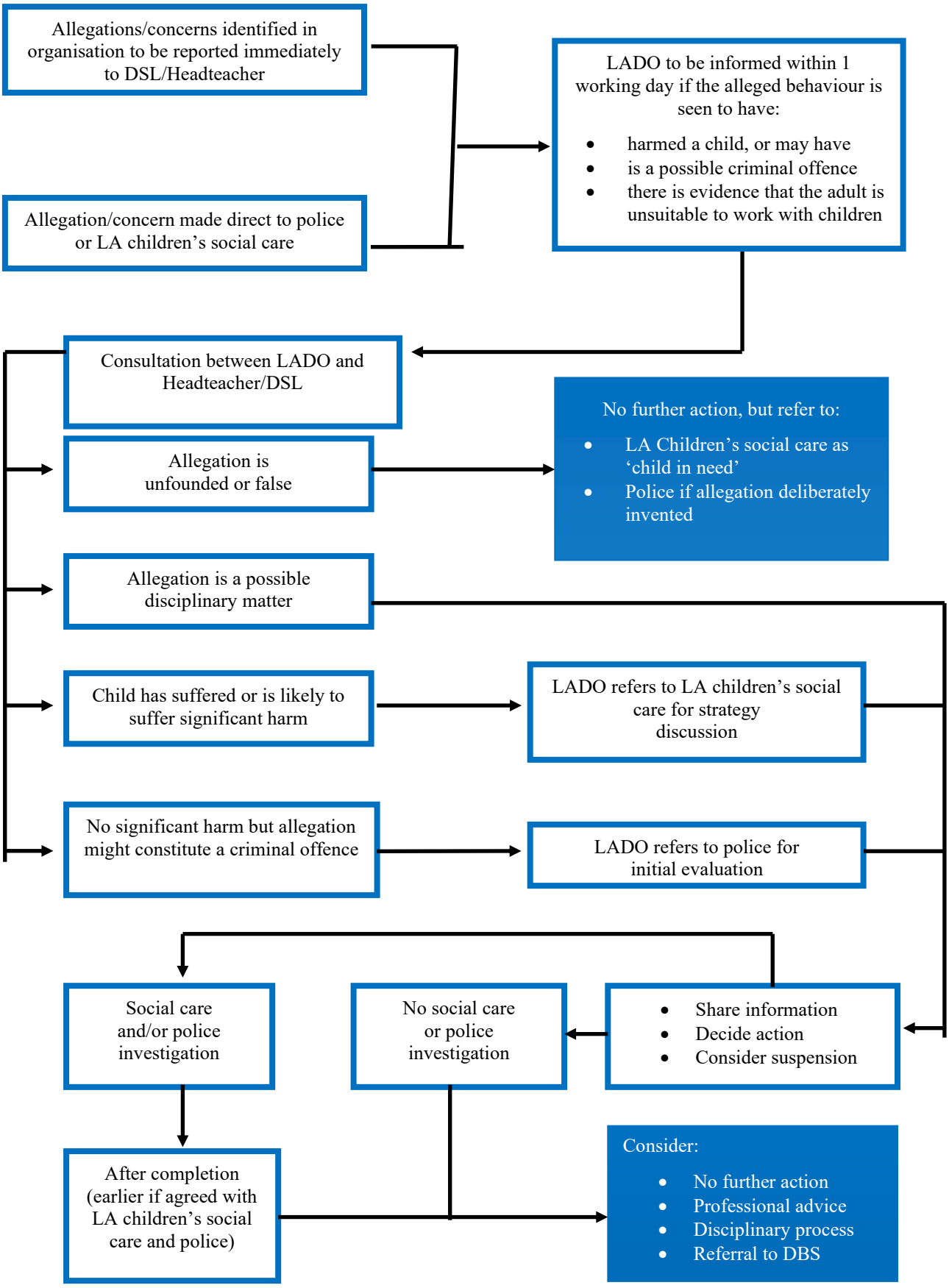
Staff can refer to the School's Whistleblowing policy for further advice. The NSPCC whistleblowing helpline is also available. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk10

Staff who are the subject of an allegation

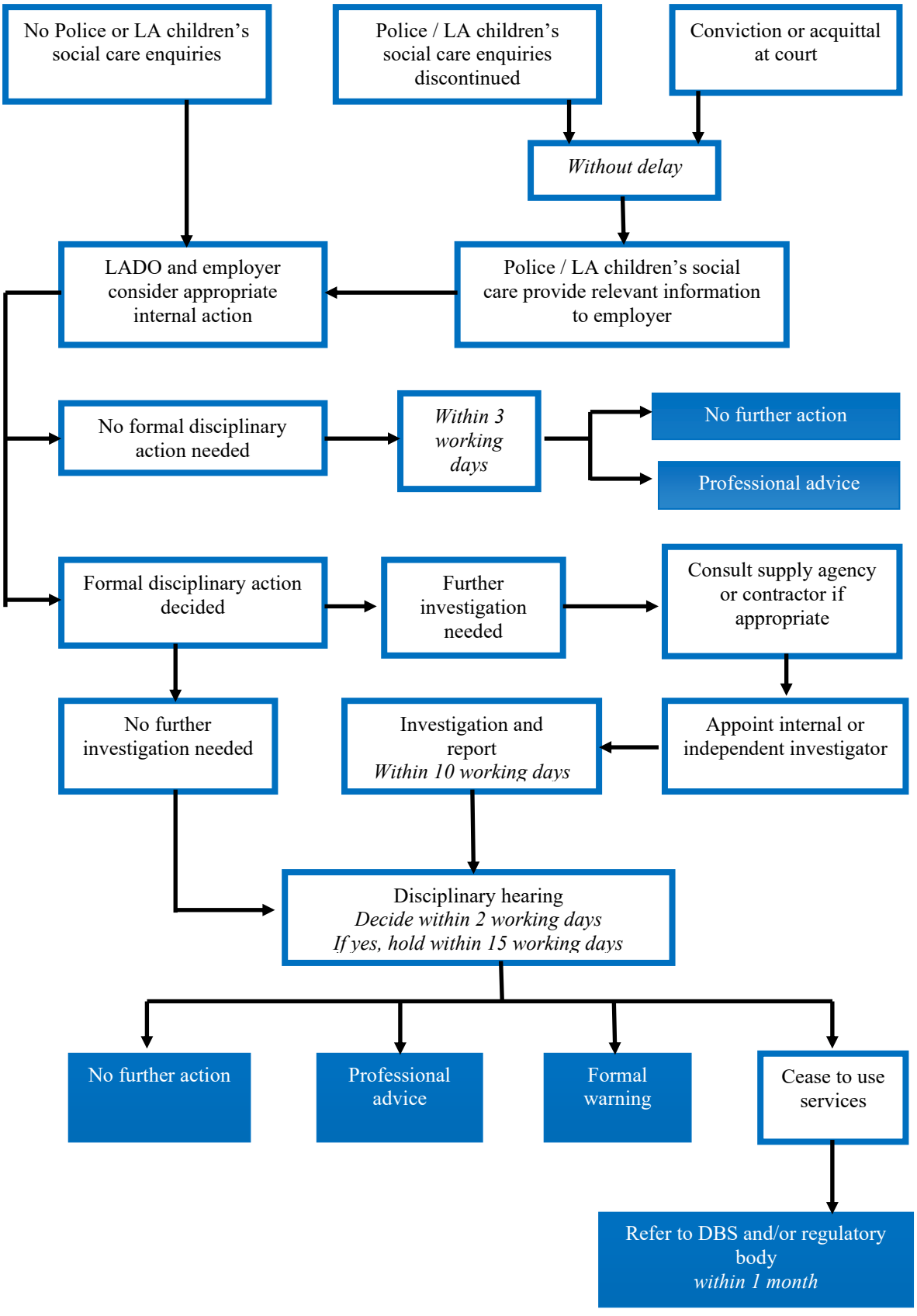
When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some adults do pose a serious risk to children's welfare and safety, and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended as a neutral act where this is deemed to be the best way to ensure that children are protected.

The school will follow the guidance set out in Section 1 Part Four of KCSIE

Allegations / concerns process flowcharts
Child Protection Process



Allegations / Concerns Against Staff
Disciplinary / Suitability Process



Part Two - Allegations that do not meet the harm threshold (also known as low-level concerns)

Part Two of this Appendix is to ensure that any low-level concerns about a member of staff/supply teacher/volunteer/visitor are dealt with promptly and appropriately in keeping with Part 4 Section 2 of KCSIE.

A low-level concern does not mean that it is insignificant. It is any concern, no matter how small, that an adult working in or behalf of the school may have acted in a way that is inconsistent with the School's Staff Code of Conduct, including inappropriate contact outside of work and does not meet the harm threshold as set out in Part One of this Appendix or is not serious enough to consider a referral to the LADO **(refer to the Staff Code of Conduct policy)**. This concern could even be just a sense of unease or 'nagging doubt' that something is not right. Examples of such behaviour could include:

- being overly friendly with children
- having favourites
- humiliating students

Low-level concerns could be reported by a child, parent, a member of staff or a member of the public. This could be in the form of a suspicion, complaint, or disclosure.

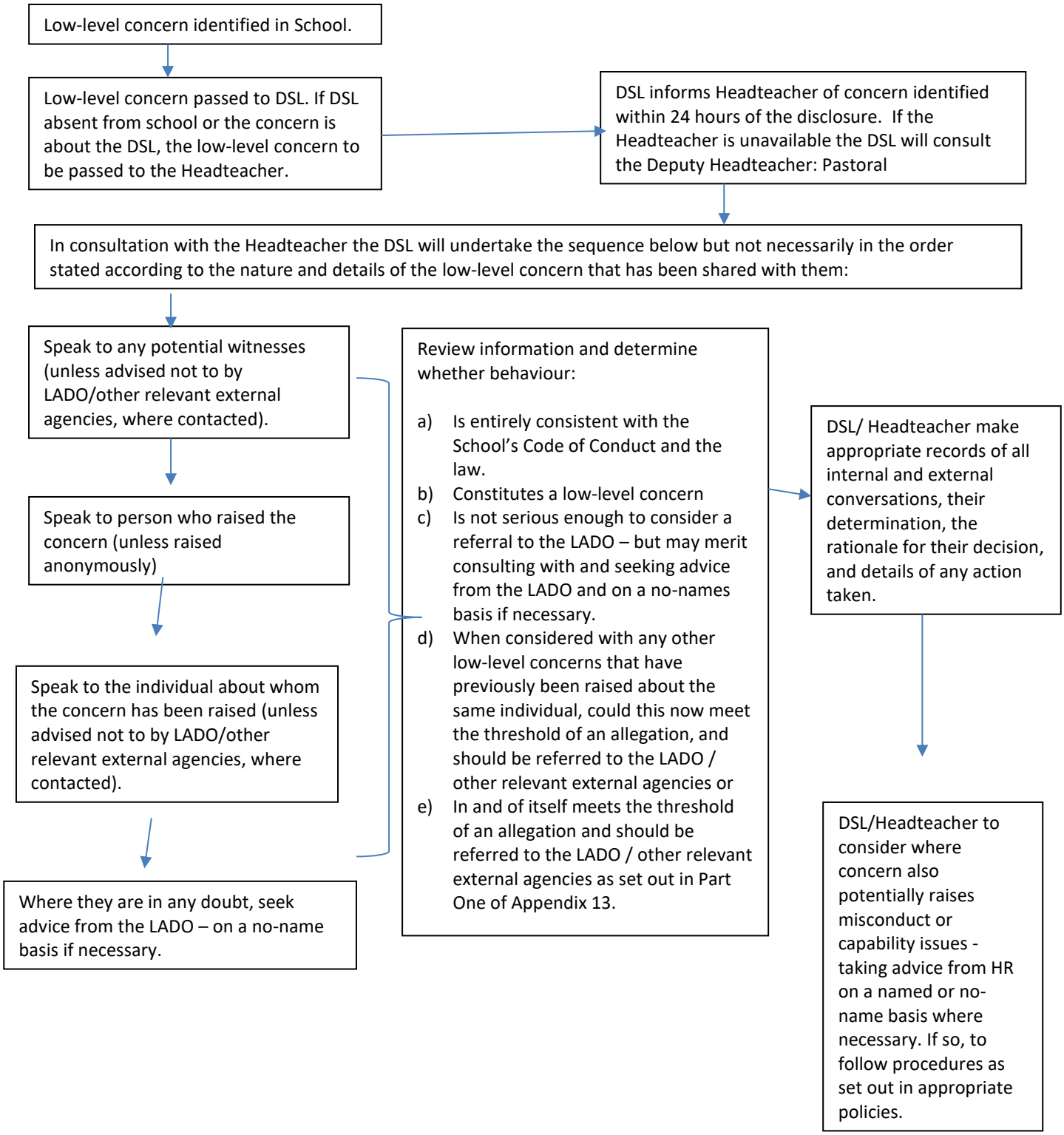
Sharing low-level concerns

The flow diagram below sets out how low-level concerns will be investigated by the school. All low-level concerns will first be reported to the DSL or if absent/ concerning the DSL themselves reported to the Headteacher. The DSL will consult with the Headteacher on how to investigate the low-level concern reported. The DSL/Headteacher will then speak to the referrer, any potential witnesses and if appropriate to do so the member of staff.

All low-level concerns will be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will be noted; if the individual wishes to remain anonymous then this will be respected as far as reasonably possible. These records will be kept confidentially, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold, it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within our school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Records will be retained at least until the individual leaves their employment at Oldfield.


Low-level concern identified in School.
Low-level concern passed to DSL. If DSL absent from school or the concern is about the DSL, the low-level concern to be passed to the Headteacher.
DSL informs Headteacher of concern identified within 24 hours of the disclosure. If the Headteacher is unavailable the DSL will consult the Deputy Headteacher: Pastoral
In consultation with the Headteacher the DSL will undertake the sequence below but not necessarily in the order stated according to the nature and details of the low-level concern that has been shared with them:
Speak to any potential witnesses (unless advised not to by LADO/other relevant external agencies, where contacted).
Speak to person who raised the concern (unless raised anonymously)
Speak to the individual about whom the concern has been raised (unless advised not to by LADO/other relevant external agencies, where contacted).
Where they are in any doubt, seek advice from the LADO – on a no-name basis if necessary.
Review information and determine whether behaviour:
a) Is entirely consistent with the School's Code of Conduct and the law.
b) Constitutes a low-level concern
c) Is not serious enough to consider a referral to the LADO – but may merit consulting with and seeking advice from the LADO and on a no-names basis if necessary.
d) When considered with any other low-level concerns that have previously been raised about the same individual, could this now meet the threshold of an allegation, and should be referred to the LADO / other relevant external agencies or
e) In and of itself meets the threshold of an allegation and should be referred to the LADO / other relevant external agencies as set out in Part One of Appendix 13.
DSL/ Headteacher make appropriate records of all internal and external conversations, their determination, the rationale for their decision, and details of any action taken.
DSL/Headteacher to consider where concern also potentially raises misconduct or capability issues - taking advice from HR on a named or no-name basis where necessary. If so, to follow procedures as set out in appropriate policies.

Bath & North East Somerset Council

Appendix 14 Managing Allegations Referral Form

	Referred on		
Name of referring organisation			
Referrer's Name and Contact Details			

Details of Member of Staff/Volunteer against whom the allegation is being made					
Full Name				DoB	
Gender		Ethnicity		Disability?	
Post Held				Status	
Home Address					
Previous concerns?					

Details of Child(ren) involved					
Full Name				DoB	
Gender		Ethnicity		Disability?	
Home Address					
Parent's Name					
Child in Care?		If Yes, child placed by B&NES or other LA			

Details of Alleged Incident	
Date and Time of incident	
Place of Incident	
Brief circumstances of incident – to include any precipitating factors or injuries	
Names of Potential Witnesses	
Any other agencies informed/involved	
Any other information	

Nature of Allegation					
Category:	Physical		If Physical:	N/A	
Was Technology involved?		Yes	If yes what type?:		

Signed by Referrer	
Date	

Please return to: Mark for the attention of Sarah Holmes, Bath & North East Somerset Council, PO Box 25, Riverside, Temple Street, Keynsham, Bristol BS31 1DN or email Safeguarding.administrationteam@bathnes.gcsx.gov.uk

Appendix 15 Child Protection Issues During Building Works

Where building works are undertaken the Governing Body must assess and seek to control safeguarding risks to students. It is vital that all safeguarding measures employed are proportionate to the risk; are specific to the circumstance that exists and are 'deliverable' in practice.

Construction works on site must be undertaken in compliance with current Health and Safety legislation. Health and Safety issues must be assessed and addressed for all construction works and this works 'hand in hand' with safeguarding of children. The issue of Child Protection and safeguarding must be included in all construction works specifications/instructions alongside all other Health and Safety issues.

The DfE guidance *Safeguarding Children and Safer Recruitment in Education* confirms this principle of partnership between Health and Safety and Child. Children should not be allowed in areas where builders are working, for health and safety reasons, so these workers should have no contact with children. However, the school should ensure that arrangements are in place with contractors, via the contract where possible, to make sure that any of the contractors' staff that encounter children undergo appropriate checks.

DBS checks are not required if the contractor does not have access to areas where unsupervised contact with children is possible. DBS checks are required on anyone who is likely, through the normal course of their work, to have unsupervised contact with children. Construction staff would never be expected to be alone with children. Their work will be contained within a specifically demarcated area of the school to which students have no access at any time. They should be expected to sign in on arrival and always have clearly visible identification. Where contractors need to work in other areas of a school, this must be agreed in advance with the Headteacher and managed appropriately and reasonably. Casual visitors who need access to the school should sign in at Reception, wear an identification badge and be accompanied by a member of staff for the duration of their visit. Such visitors might include surveyors, utilities representatives, etc.

In assessing a safeguarding risk to children during building works on a school site the key issues to assessed are:

- contact between contractors and children, and
- the extent of the contact.

All building contracts and their associated Child Protection risks must be assessed individually. Issues such as location, timing, extent of separation, supervision, numbers of persons on site, past knowledge, school management systems, construction management systems, numbers of students, layout etc. will all impact on the specific risk and the control measures possible to manage the risk. The adequate consideration of the issues and control measures suitable for the specific project requires a Child Protection Risk.

All visitors to site will need to comply with the school's Child Protection policies and procedures and the school will need to ensure this information is advised and made available to contractors and consultants alike.

Oldfield School has issued a Code of Conduct for Contractors undertaking work on its premise see below -

Child Protection Code of Conduct When Undertaking Construction Works at Schools

The building contractor named below will comply with this Code of Conduct, will induct all staff working on the site, include the Code in the Construction Phase Health and Safety Plan and/or Method of Work Statements and display it in office and welfare facilities on site.

CODE OF CONDUCT

The contractor, its staff, sub-contract staff and its visitors to the building site undertake to;

1. Observe this Code at all times.
2. Stay within the confines of the agreed site or work area.
3. Sign-in each day (either in site hut or at school reception as agreed).
4. Obtain consent from the Headteacher if access is required outside the area of work (which may also require a formal review of the Child Protection Risk Assessment).
5. Use only the agreed access routes.
6. Obtain consent from the Headteacher if alternative access routes are required (which may also require a formal review of the Child Protection Risk Assessment).
7. Avoid contact with children.
8. Never come into contact with children without school supervision.
9. If spoken to by a child please be polite but do not enter into lengthy conversation and do not engage children in conversation.
10. Do not engage in any physical contact with a child (it could easily be misinterpreted or misconstrued).
11. Do not use inappropriate language on site.
12. Dress appropriately: no bare chest, no inappropriate imagery or wording on T-shirts, etc.
13. Keep staff informed of where you are and what you are doing.
14. Report any matters out of the ordinary / of concern to the site manager immediately, (site manager to inform the Headteacher or member of the school leadership team).
15. Do not give your address or telephone number to children.
16. Do not arrange to meet / contact children either inside or outside school.
17. Do not offer to buy or sell items to children.
18. Do not bring alcohol, drugs, vapes or cigarettes onto the school site.
19. Do not join in/play games with the children.
20. Do not share food and drink with the children.
21. Remember that your actions, no matter how well-intentioned, could be misinterpreted.

Name:……

Signed:…… Organisation: ……

Dated: ……

Appendix 16 Roles and Responsibilities

The Designated Safeguarding Lead (DSL)

The DSL must be a member of the senior leadership team and shall coordinate child protection arrangements, and this person is named in this policy. They will be available during school hours for staff to discuss safeguarding concerns. If the DSL is absent, a deputy DSL will deputise for the DSL. The school has ensured that the DSL:

- is appropriately trained, undertaking multi-agency training every two years. In addition, the DSL is provided with the opportunity to update their knowledge and skills at regular intervals but at least annually. They should also undertake Prevent awareness training;
- attends Child Protection Forums meetings hosted by B&NES to keep up to date with new policy, emerging issues and safeguarding and child protection procedures;
- acts as a source of support and expertise to the school community;
- has the ultimate lead responsibility for all safeguarding matters. Whilst the activities of the DSL can be delegated to the Deputy DSLs the ultimate responsibility cannot be delegated;
- understands BSCPP procedures;
- liaises with and manages referrals to relevant agencies such as Children's Services, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS);
- keeps secure written records confidentially of all concerns when noted and reported by staff or when disclosed by a child and of the decisions made and the rationale behind those decisions, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- be available during term-time for staff to discuss any safeguarding concerns and will have organised appropriate cover arrangements for out-of-hour / out of term activities.
- monitor and respond to any reported concerns to the safeguarding@oldfieldschool.com inbox.
- refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure;
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school, and the child's social worker is informed;
- attends and/or contributes to child protection conferences and strategy meetings in accordance with local procedure and guidance;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies;
- is alert to the specific needs of children in need, those with special educational needs and young carers. Recognises the additional risks that children with SEND face online and can support SEND children to stay safe online. Will liaise with SENCO when considering any safeguarding action for a child with special needs;
- understands and supports the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understands the unique risks associated with online safety and is confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

- takes the lead in understanding the filtering and monitoring systems and processes in place and analyses the data from them to implement safeguarding and child protection procedures where appropriate to do so.
- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them;
- ensures that all staff sign to indicate that they have read and understood this policy and all others that form a suite of safeguarding policies;
- ensures that the safeguarding and child protection policy is updated annually;
- consults with the nominated governor and Headteacher as appropriate;
- consults with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- liaises with the designated teacher for LAC/Post LAC whenever there are safeguarding concerns relating to a looked after child or previously looked after child;
- provides regular updates received from B&NES Council and BSCPP to all staff members and governors on any changes in safeguarding or child protection legislation (updated information will be provided by B&NES at the Child Protection Forum meeting and safeguarding trainers via BSCPP bulletins; DSLs will be responsible for communicating this information to staff immediately; they may decide to hold workshops or discuss in staff meetings);
- helps promote 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, with teachers and SLT. This includes; ensuring staff know who these children are, understanding their academic progress and attainment and maintaining a culture of high aspirations for this cohort;
- supports teaching staff to identify the challenges that children with social workers might face and the additional academic support and adjustments that they could make to best support these children;
- keeps a record of staff attendance at child protection training.

Deputy Designated Safeguarding Lead/s

The **Deputy DSLs** shall be trained to the same standard as the DSL and, in the absence of the DSL, conduct those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, a deputy DSL will assume all the functions above.

Governing Body

The Governing Body ensures that the school meets its statutory duties. They ensure that they have a strategic leadership responsibility for all safeguarding arrangements. They facilitate a whole-school approach to safeguarding by ensuring the school has:

- a nominated governor for child protection and safeguarding with responsibilities defined in the role specification and who will link with the LADO in the event on an allegation against the Headteacher;
- fulfilled its statutory duties regarding child protection, as detailed in any Safer Recruitment in Education Guidance, and Keeping Children Safe in Education;
- a DSL who is a member of the senior leadership team and who has undertaken the approved BSCPP training in inter-agency working to undertake the duties and

responsibilities set out in this policy. They ensure the individual is given sufficient time and resources to carry out their responsibilities and that another member of staff is appointed to deputise in their absence;

- a safeguarding and child protection policy and procedures in place being known to all members of staff, and up-dated annually and made available to parents through the school website;
- safeguarding policies and procedures covering early help and child protection that are consistent with B&NES Safeguarding Children Board procedures;
- a staff code of conduct policy including policies covering staff/student relationships and communications and staff use of social media;
- a procedure for responding to incidents where children go missing from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present;
- a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice based and discriminatory bullying).
- procedures in place to work jointly with other agencies to ensure students can access help and support from early help services and statutory services and that children's plans are implemented and monitored;
- a designated teacher nominated to promote the educational achievement of looked after and previously looked after children and that this person has received appropriate training for their role;
- staff who are confident that they can raise issues with leaders where there are concerns about safeguarding practice and there are robust whistleblowing procedures in place;
- steps to be taken to ensure students are given opportunities within the curriculum to learn how to keep themselves safe, including online;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher. The governing body nominates a member (normally the chair) to be responsible for consulting with the local authority and other agencies in the event of an allegation being made against the head teacher;
- safer recruitment procedures that include the requirement for appropriate checks in line with national guidance;
- at least one member of the governing body who has undertaken accredited safer recruitment training;
- given staff a thorough induction, including safeguarding, as soon as possible after joining and at most within 7 days of their start date. Staff are given copies of all relevant safeguarding and child protection policies including the staff code of conduct policy, behaviour for learning, anti-bullying, and attendance, and are required to read and sign that they have been understood;
- a training strategy that ensures all staff, including the head teacher, receive child protection training, with refresher training at three-yearly intervals. The DSL and Deputy DSLs will receive refresher training at two-yearly intervals. Staff will also receive regular updates (e.g. via email, staff INSET, e-bulletins) as required, but at least annually, from the DSL to ensure they remain up to date with new legislation and current local and national safeguarding issues;
- will review the filtering and monitoring systems employed by the school;
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- completed the school safeguarding annual audit, in partnership with the nominated governor for safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion;

- upon completing the annual audit, or through on-going monitoring, and where weaknesses are identified a procedure to address them explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions;
- controls around the use of school premises both within and outside of school hours and a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection;
- mechanisms to ensure that children's wishes and feelings are considered when deciding on what action to take or services to provide to protect individual children, and there is a robust system in place for gaining feedback from students;
- The governing body must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (see Appendix 1 for example of this) in Keeping Children Safe in Education. They will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.

The Headteacher

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time and resources to enable the DSL and deputy DSLs to conduct their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are managed sensitively and in accordance with the school's whistle blowing procedures;
- ensures that children's safety and welfare is addressed through the curriculum including details how children are educated to be safe and to recognise and stay safe from abuse;
- staff are inducted thoroughly and have read all the school/colleges' safeguarding and child protection policies, behaviour policies and the B&NES children missing from education policy, so that they are fully aware of their role in safeguarding children and are able to fully implement policies;
- ensures all staff can identify those children who need extra help and can make appropriate referrals to early help services;
- ensures all staff are vigilant to harm and abuse, can identify those children for whom there are child protection concerns and can make appropriate referrals to B&NES Children's Services;
- ensures staff can work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaising with social workers;
- ensures safer recruitment practice is followed when recruiting to posts, and appropriate action is taken whenever an allegation is made against a member of staff;
- offers a safe environment for staff and pupils to learn, and for children who may have concerns to report them;
- liaises with the Local Authority Designated Officer (LADO) about all allegations against a person in a position of trust and where it is necessary, completes a referral to the LADO in respect of allegations made and will work directly with the LADO to ensure allegations

are appropriately responded to, investigated and appropriate action is taken to ensure children are safeguarded;
- ensures that safeguarding issues are brought to the attention of the governing body.

B&NES Children's Services

The Directorate includes Specialist and Targeted Children's Services; Safeguarding and Quality Assurance services and Education services; they are responsible for:

- co-ordinating the delivery of integrated children's services within B&NES, including an early help service.
- providing statutory social work services under the Children Act 1989 and the Children and Social Work Act; Working Together: Keeping Children Safe in Education and all associated guidance and other relevant legal frameworks.
- providing maintained schools with advice, support and guidance, model policies and procedures, training in relation to all aspects of safeguarding children
- dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)
- taking responsibility for those children who are not in education, including children who are known to be home educated.
- sharing with the DSL if a child has a social worker. This information should be used to inform decisions in the best interests of the child's safety.

Appendix 17 Supplementary Information and Support

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites.

School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites.

Key Websites

Government Guidance
Working together to safeguard children *(DfE)*
Working together to safeguard children - GOV.UK (www.gov.uk)

What to do if you're worried a child is being abused *(DfE2015)*
What to do if you're worried a child is being abused - Publications - GOV.UK

The South West Safeguarding Children Board child protection procedures
Welcome to the South West Child Protection Procedures (trixonline.co.uk)

Keeping children safe in education
Keeping children safe in education - GOV.UK (www.gov.uk)

Police Guidance
when-to-call-the-police--guidance-for-schools-and-colleges.pdf

Whistleblowing
The NSPCC whistleblowing helpline
Whistleblowing Advice Line | NSPCC

For Students
Childline https://www.childline.org.uk

Other relevant information

Attendance
https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance
Working_together_to_improve_school_attendance_-_August_2024.pdf (publishing.service.gov.uk)

Inexplainable and or/persistent absences from education Stat guidance template (publishing.service.gov.uk)

Behaviour and discipline
Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)
Suspensions_and_permanent_exclusions_guidance.pdf (publishing.service.gov.uk)
Searching__Screening_and_Confiscation_guidance_July_2022.pdf (publishing.service.gov.uk)
Mobile_phones_in_schools_guidance.pdf (publishing.service.gov.uk)

Bullying (including cyberbullying)
www.childnet.com/cyberbullying-guidance

Preventing and tackling bullying (publishing.service.gov.uk)

Children at risk of criminal / sexual exploitation
County Lines Toolkit For Professionals | The Children's Society (childrenssociety.org.uk)
Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)
Further information and help can be obtained from; Androulla (Andri) Nicolaou Prevention Officer and Coordinator, CSEPrevention@avonandsomerset.police.uk

Students going to Court
ywp-12-17-eng.pdf (publishing.service.gov.uk)

Data Protection
Data protection in schools - Guidance - GOV.UK (www.gov.uk)

Drugs/substance misuse
Drugs: advice for schools - Publications - GOV.UK
https://www.talktofrank.com/

Domestic Abuse

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.

Operation Encompass charity provides an advice and helpline service for all staff members who may be concerned about children who have experienced domestic abuse. The helpline is available from 8:00 to 13:00, Monday to Friday on 0204 513 9990

https://www.nationaldahelpline.org.uk/
https://www.gov.uk/guidance/domestic-abuse-how-to-get-help
What is domestic abuse? - Refuge
https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/
Controlling or coercive behaviour: statutory guidance framework (accessible) - GOV.UK
https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse
Home : Operation Encompass

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

FGM
Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK

Forced Marriage Unit
Contact: 020 7008 0151 fmu@fco.gov.uk

Harmful Sexualised Behaviour
Home - Shore

Homelessness
https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities

Information Sharing
Information sharing advice for safeguarding practitioners - GOV.UK (www.gov.uk)

Mobile Phones
Mobile phones in schools - GOV.UK

Modern slavery and trafficked children
Modern slavery: how to identify and support victims - GOV.UK
Safeguarding children who may have been trafficked (publishing.service.gov.uk)
National referral mechanism guidance: adult (England and Wales) - GOV.UK

Online Safety
www.thinkuknow.co.uk
www.saferinternet.org.uk
www.internetmatters.org
www.pshe-association.org.uk
www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation
Sexting and sending nudes | Childline
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK
Cyber Choices - National Crime Agency

Prevent Duty
Educate Against Hate - Prevent Radicalisation & Extremism
Prevent duty guidance: for England and Wales (accessible) - GOV.UK (www.gov.uk)
Prevent duty training - GOV.UK (www.gov.uk)

Self Harm
Young Minds www.youngminds.org

Serious Violence
Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)

Sexual violence and sexual harassment
Believe in children | Children's charity | Barnardo's (barnardos.org.uk)
Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning
Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK (www.gov.uk)

Students with SEND
Children with special educational needs and disabilities (SEND) | NSPCC Learning

Safeguarding d/Deaf and disabled children and young people | NSPCC Learning
SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Appendix 18: Host families - Homestay during Exchange Visits

Occasionally we plan for foreign exchange visits. These visits can enrich the languages curriculum and provide exciting opportunities for our students to develop their confidence and expertise in the use of other languages.

We have a responsibility for the safety and welfare of children during any exchange visit they arrange and for considering how best to minimise risk of harm to those children involved. This would include when we organise for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

When arranging a homestay, we consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. Where we arrange for a visiting child to be provided with care and accommodation in the UK (including if we engage a company to make those arrangements) in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay.

We will undertake the following;

- obtaining a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children but will also allow us to consider whether any criminal record information shown on the certificate would indicate the adult was an unsuitable host for a child.
- we may choose to also obtain a DBS enhanced certificate in respect of anyone aged sixteen or over in the household where the child will be staying.

NOTE: Where the child's parent(s) or a student themselves arranges their own homestay, this would be a private arrangement therefore the school would not be the regulated activity provider.

Homestay – suitability of adults in host families abroad
It is not possible for us to obtain criminality information from the DBS about adults who provide homestays abroad. We consult with partner schools abroad to establish a shared understanding of the arrangements in place, both before and during the visit. We also satisfy ourselves that these are appropriate and sufficient to effectively safeguard every child who will take part in the exchange. Prior to the visit students would be informed who to contact during the homestay should an emergency occur or they feel uncomfortable in the setting.

Extended homestays lasting longer than 28 days.
Where a period of UK homestay lasts 28 days or more for a child aged under 16 years of age (under 18 years of age if the child has disabilities), this may amount to private fostering under the Children Act 1989. In these cases, we notify the local authority of the arrangements.

During the stay
Students are told who to contact in an emergency or a situation that makes them feel uncomfortable during a homestay.

Appendix 19 – Confidentiality and Information Sharing

- At Oldfield School we adhere to the Information Sharing Duty which was updated as part of the Children's Wellbeing and Schools Act 2026 where it states that information sharing is a legal duty. Where we hold information relevant to safeguarding or promoting a child's welfare, and sharing it may help another agency covered by the duty to take action, we must share it. There is no threshold that has to be met first. Under the duty, there is no need to consider the overriding public interest, and a disclosure made under it does not breach any obligation of confidence. The only exception to sharing is where sharing would be more detrimental to the child than not sharing, which the guidance expects to be rare.

- Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with Children's Services and make appropriate referrals. Equally, where a child protection investigation is taking place, schools and colleges must share any information about the child requested by Children's Services.

- Parental consent to make a child protection referral should be sought, but if withheld, the referral must still be made and parents made aware of this. Before taking this step, we consider the proportionality of disclosure against non-disclosure.

- Parental consent for a referral can be dispensed with if seeking consent is likely to cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to protect the child. However, we discuss this with the Duty and Assessment team on a "no names" basis to gain advice on whether this course of action should be taken.

- Only relevant information is disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.

- If a child makes a disclosure of neglect, exploitation or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

- Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from B&NES Children's Services.

- If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005; otherwise, consent should be sought from parents.

- Child protection information will be stored and managed in line with Data Protection Act 1998 principles and General Data Protection Regulation May 2018.

- 'Record of concern' forms and other written information will be stored in a locked facility and any electronic information shared with agencies outside of school will be password protected with the passwords sent via a separate media and only made available to relevant individuals.

- Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.

- Child protection information will be stored separately from the child's school file.

- Child protection records (stored electronically on CPOMS) are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the Headteacher.

- When a student leaves the School, the DSL will ensure that their Child Protection file (CPOMS) is transferred securely to the new school/college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow appropriate support to be put in place at the new setting. If proportionate to do so the DSL will instigate a conversation to share appropriate information with the new setting to safeguard the student (for example if the student could pose a risk to others or themselves).

- Where information received by the School indicates a risk to others and/or the individual student (e.g. where the student has previously carried, threatened with, or used a knife/weapon) a risk assessment will be undertaken to put a proportionate safety and support plan in place for when the student arrives.

- The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child from harm. KCSIE makes it clear that information sharing is vital in identifying and tackling all forms of abuse and neglect for the purposes of keeping children safe and that the School has clear powers to share, hold and use information for these purposes.

- Staff will refer to the following guidance on information sharing:

    - https://www.gov.uk/government/publications/data-protection-toolkit-for-schools
    - Working together to safeguard children - GOV.UK
    - Information sharing advice for safeguarding practitioners - GOV.UK

Appendix 20 Music Tuition

It is recognised that music tutors are vulnerable to allegations being made against them because they often work with children alone and the activity can involve some physical contact with a child.

Music tutors are made aware of the possibility of their conduct and behaviour, including physical contact, being misinterpreted by a child or taken out of context by other adults so they must ;

- ensure they behave in an appropriate manner and always maintain professional boundaries;
- only use physical contact as necessary within the context of the activity, for example as a means of demonstrating technique, and only for as long as needed;
- make sure any physical contact cannot be misinterpreted by a child by explaining in advance what contact will be involved and why;
- ask the child's permission first and respect their wishes;
- not share musical instruments in particular woodwind or brass on grounds of health & safety;
- report any incidents or issues that arise to the head of department/faculty or in their absence the SLT link and make sure a record is taken;

We strongly suggest that all tutors keep a written record of every lesson.

The school undertakes a risk assessment around providing music tuition. This includes:

- reviewing the learning environment for music tuition;
- passing on any relevant information about children that may have a bearing on how they could react to physical contact so the tutor can adapt their practice accordingly;
- sharing information with tutors regarding any needs the student might have which will affect their learning;
- letting parents know when they arrange tuition what level of physical contact may take place as part of the activity;
- recording any reported incidents or issues and deal with these within the framework of the school's own policies;
- making sure music tutors are aware of the school's safeguarding and staff conduct policies prior to starting.

All peripatetic teachers sign a service level agreement when joining the school. This agreement outlines the expectations and responsibilities of them and the school, which are in line with this Safeguarding and Child Protection policy.

Appendix 21 Key Contacts

Our policy is available on our school website and is available as a hard copy on request via enquiries@oldfieldschool.com.

Key Contacts:

Role	Name	Contact Details
Headteacher/Principal	Mr Andy Greenhough	headteacher@oldfieldschool.com
Designated Safeguarding Lead	Mrs Sarah Mills	s.mills@oldfieldschool.com (01225 423 583)
Deputy Designated Safeguarding Lead	Mrs R. Henry Mr G. Anderson Mrs H. Fleming Mrs G. Williams Mr M. Hayward	Contact any of the DDSLs via enquiries@oldfieldschool.com (01225 423 583)
Designated LAC/Previously LAC Teacher	Mrs Sarah Mills	s.mills@oldfieldschool.com (01225 423 583)
Nominated Governor for CP	Louise Nevers Catherine Smith	Via the clerk to the Governors, whose email address is available on the school website
SENCO	Mrs S. Crosbie	s.crosbie@oldfieldschool.com

B&NES Council

Role	Name	Contact Details
Local Authority Designated Officer (LADO)	Katie Williams	LADO Main line: 01225 396810 Email: LADO@BATHNES.gov.uk
Director of Education & Safeguarding	Chris Wilford	01225 477109
BANES Social care		01225 396111 ChildCare_Duty@bathnes.gov.uk

Virtual School Headteacher	Sarah Gunner	01225 477395