

Bloxham School



7a **SAFEGUARDING POLICY**

ISI	Part 3. Welfare, Health and Safety of Pupils and Other Legislation	
NMS (if applicable)		
Policy Owner (SLT)	JHS	
Governor Responsible	Jamie Renison	
Next Gov Annual Review Date	September 2023	
Policy Last Updated	19.02.2024	JHS
On the Website	Yes	

Incorporating;

1. the Child Protection Policy and Procedures
2. the Allegations against Teachers and Staff policy

Reference to;

1. Safer Recruitment policy
2. Code of Conduct
3. Whistleblowing policy
4. Low Level Concerns policy

AN IMMEDIATE CHECKLIST OF ACTIONS IF CONCERNED ABOUT A STUDENT

DO:

- Record concern on My Concern and refer to JHS as soon as possible, by the end of the day at the latest. If JHS is not available refer to Head or a Deputy DSL
- **listen carefully to anything you are being told, aiming to hear exactly what is said.**
- **make a written record of what was said as soon as is practically possible afterwards.**
- **take steps to ensure the immediate safety of any student.**
- **explain to the student the next step(s) that you will take**

DON'T:

- **either panic or delay! Simply try to speak to JHS as soon as practically possible.**
- **try to interview anyone.**
- **make promises of confidentiality which you cannot keep. You must pass information on.**

1. A DESCRIPTION OF SAFEGUARDING AIMS & INSPECTION

1.1 Ethos: Bloxham is a co-educational boarding school of up to 560 students, aged 11-18. It is a Woodard School and has a Christian ethos. Bloxham is committed to the provision of an all-round education.

1.2 Aims: The aim of this policy is to safeguard and promote our students' welfare, safety, physical and mental health by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance. This policy applies to all staff, including supply staff and volunteers and students at Bloxham School. This may inevitably also mean the involvement of the families of students and other parties whose actions may affect the students and staff of Bloxham School.

1.3 Safer recruitment: Bloxham School aims to: prevent unsuitable people working with, or coming into contact with young people; promote safe practice and challenge poor or unsafe practice; identify instances in which there are grounds for concern about a young person's welfare and take appropriate action to keep young people safe; contribute to effective partnership working between all those involved with providing services for young people. (see Safer Recruitment policy) and Prevent policy (Appendix 3)

1.4 Inspection: Bloxham School is inspected by ISI under the Independent School Standards Regulations, and the National Minimum Standards for Boarding. These relate to the Children Act 1989 as amended by the Care Standards Act 2000. The last inspection report is available from the school.

2. KEY WORKERS & CONTACT DETAILS

Designated Safeguarding Lead (DSL) Mrs J H Skevington Assistant Head Boarding and Welfare School phone: 01295 724342

Home: 01295 574733

Mobile: 07717 858495

Deputy DSL Person: Mrs Louise Ladds Deputy Head Pastoral School phone: 01295 724304 Home phone: 01295 981235 Mobile: 07717858495

Head Mr Paul Sanderson School phone: 01295 724300 Home phone: 01295 720321

Chairman of Governors: **Liz Lewis-Jones** - L.Lewis-Jones@bloxhamschool.com

Governor with Child Protection Responsibilities: Jamie Renison j.renison@bloxhamschool.com

Clerk to the Governors and Bursar: David Ramm bursar@bloxhamschool.com

Assistant Designated Safeguarding Persons (DSP) :

Mr Simon Thompson sdat@bloxhamschool.com

Mr Robert Dann rsd@bloxhamschool.com

Education Safeguarding Advisory Team (ESAT): Office Phone: **01865 810603**
lado.safeguardingchildren@oxfordshire.gov.uk

Education Safeguarding Advisory Team (LADO) Jo Lloyd & LADO Team 01865 815956

If you cannot contact Donna Crozier or Sandra Barratt in the first instance, please contact the Safeguarding Team on 01865 810603 or email the LADO team:

lado.safeguardingchildren@oxfordshire.gov.uk

Multi-Agency Safeguarding Hub (MASH) Katrina Johnson 0345 050 7666

Emergency Duty Team (EDT) 0800 833408

Local Community Support Service North (LCSS) Mary Claire Herdie 0345 241 2705

LCSS.North@oxfordshire.gov.uk

Rose Clinic (FGM) 01865 222969

FGM non-emergency police 101

Kingfisher Team (CSE) 01865 309196

UK Safer Internet 0344 381 4772

helpline@saferinternet.org.uk

Report Abuse in Education 0800 136 663 help@nspcc.org.uk

A dedicated helpline for children and young people who have experienced abuse at school, and for worried adults and professionals that need support and guidance, including for nonrecent abuse

Banbury Assessment Team Office 01295 756517

Out of Hours 0800 833408

Family Protection Unit 01295 754632

Child Protection Register 0208 3904850

Police 101 or in emergencies 999

Family Unit & Child Abuse Investigation Unit	01865 335200
Oxford Radcliffe Hospitals	01865 741166
Children's Commissioner	0800 5280731
NSPCC Whistleblowing Helpline help@nspcc.org.uk	0800 028 0285

3. STATUTORY REGULATIONS and ADVICE:

- 3.1 **Legislative Context:** Bloxham School Safeguarding policy is guided in particular by:
- Keeping Children Safe in Education (Sept 2023)
 - “Working Together to Safeguard Children 2018” (**amended DfE July 2020**)
 - “What to do if you think a child is being abused” (March 2015)
 - “Recruiting Safely” (Oct 2009)
 - “Safer practice for adults who work with children and young people in an educational setting” (March 2009 update)
 - “Managing Allegations against Staff and Headteachers” (July 2009)
 - Preventing and Tackling Bullying (Oct 2014)
 - Relationships Education, Relationships and Sex Education and Health Education (2020)
 - National minimum standards for boarding schools (September 2022)
 - Working together to improve school attendance (Sept 2022)
 - “What to do if you think a child may be being abused – Advise for practitioners March 2015
The DHP has copies of these available for anyone to consult at any time”
 - Copies of “Safeguarding Advice for All Bloxham Staff” are available in reception and school departments.
 - Prevent Duty Guidance for England and Wales July 2015 (updated 2021)
[2https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
 - Disqualification Under the Children Act August 2018
 - Children Missing Education September 2016
Channel <https://www.gov.uk/government/publications/channel-guidance>
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
 - Charity Commission: the Safeguarding Strategy (July 2014)
 - Charity Commission: Safeguarding Children and Young People (October 2018)
 - Independent Schools Standards Regulations (2017)

4. ROLES & RESPONSIBILITIES

- 4.1 **All Staff and Volunteers are responsible for:**
- Safeguarding children’s wellbeing and maintaining public trust in the teaching profession
 - **Ensuring their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.**
 - **All** staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Children are at risk of abuse and other risks online as well as offline. In many cases, abuse and other risks will take place concurrently both online and offline. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy, by the end of the day at the latest.
 - Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those

who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or deputy by the end of the day at the latest.

- All staff should be aware of indicators of abuse and neglect understanding that children can be at risks of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.
- Knowing and implementing School policy on Safeguarding, Code of Conduct, and Low Level Concerns policy.
Everyone who comes into contact with students has a role to play in identifying concerns, sharing information and taking prompt action.
- Reading and Understanding Keeping Children Safe in Education Part 1 Sept (2023) and this policy, completing online questionnaire to confirm understanding.
- Staff consulted on Low Level Concerns policy through Asst DSL sharing of policy and understanding of it through tutor group sessions.
- Providing a safe environment in which students can learn.
- Reporting and recording concerns about students on My Concern.
- Staff will aim to record disclosures in writing within 1 hour.
- All staff can talk to Education Safeguarding Advisory Team (ESAT) and/or LCSS

4.2 **The Designated Safeguarding Lead is immediately responsible for:**

- promoting good practice throughout the school.
- ensuring proper training for all staff and for all students and Governors. OSCB Generalist training given to all newly appointed staff and governors. Regular updates and reports given at termly Governor meetings. Governor with responsibility for Safeguarding engages regularly with DSL.
- All employees receive a DBS check before commencing work. If there is a delay in the DBS a barred list check and risk assessment would be carried out. The Head can consider someone starting work if all other checks are carried out and a risk assessment and supervision check made.
- maintaining the profile of Safeguarding and child protection issues in the policy making of the school.
- acting as the “first call” for those who wish to raise a child safeguarding and child protection issue.
- keeping any recording made by others and keeping the written records she/he makes in secure conditions for 7 years after the student has left school. These records are separate from other records.
- developing and revising the Safeguarding policy and those related to the Safeguarding policy, including Low Level Concerns policy.
- reporting annually to the Governors on all safeguarding and child protection matters.
- ensuring that all students are aware of, and are comfortable with, avenues for raising, reporting and discussing any safeguarding and child protection issues.
- refer cases of suspected abuse to ESAT/LADO for further investigation within one working day.
- Out of hours and term time contact through designated Safeguarding phone number 07717 858 495.
- The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KSCIE, and therefore the DSL should be equipped to: understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners. Understand the relevant data protection legislation and regulations, especially the Data Protection Act

2018 and the UK General Data Protection Regulation (GDPR); and be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

- a full description of the role of the DSL can be found in Appendix 4a.

4.3 The Head is responsible for:

- Overall Safeguarding responsibility and maintaining the proper protection of all young people in the school.
- ensuring that all appointments comply with Safeguarding & Safer Recruitment policies.
- Liaising with the Bursar regarding any whole school incidents involving a safeguarding element that may require to be shared with the Charities Commission, Health and Safety Executive, Boarding Schools Association, and school insurers.
- investigating any allegations of abusive behaviour by school staff (including visiting staff) and school volunteers, after initially consulting with the LADO, towards students in line with the "Allegations of Abuse against Teachers and Other Staff" policy. (Appendix 6)

4.4 The Governors are responsible for:

- **Strategic leadership** of safeguarding and awareness that safeguarding underpins all school policies and procedures, that Safeguarding policies, procedures and training are up to date and that any deficiencies or weaknesses are remedied without delay.
- receiving annual reports from the Head/DSL on Safeguarding and child protection issues. Governors may not be given specific information about individuals as confidentiality will be maintained but will be responsible for overseeing policy and adequate responses to individual incidents.
- Ensuring Safeguarding procedures are in place when school facilities are let out to outside organisations.
- reviewing the Safeguarding arrangements annually, and after any serious incident, ensuring that lessons are learned and issues are remedied without delay.
- Ensuring that all complaints are fully and efficiently addressed.
- Receiving allegations against the Head and contacting the LADO.
- Newly appointed Governors complete OSCB Generalist training by DSL and Online Prevent Training.

4.5 The Local Safeguarding Board (Oxfordshire) ("OSCB") is responsible for:

- offering training and guidance to the DSL **with an update at least annually**.
- Working together with other key agencies and school using relevant protocols and communication.

4.6 The Local Children's social care services LCSS (Banbury) are responsible for:

- liaising with the school over individual cases
- responding to any referrals of concern made by the DSL.
- offering advice in specific cases and no-names consultations.

4.7 What school staff should look out for:

Early help -Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs as they can be disproportionately impacted by safeguarding concerns such as bullying.
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care; and
- is a privately fostered child.

5. PROCEDURES IF THERE ARE CONCERNS ABOUT A STUDENT

- 5.1 A member of staff or volunteer should raise concerns within 24hrs with the DSL as appropriate**
- If she/he suspects that Child Abuse is occurring.
 - If she/he identifies Child Abuse or has received a disclosure of abuse from a student.
 - If she/he is concerned that school practices or the behaviour of others may be putting a student at risk of abuse.
 - If she/he has an incident, complaint or suspicion of Child Abuse reported.
 - Share all concerns however small with the DSL in accordance with the Low Level Concerns policy
 - In accordance with the Whistle Blowing policy in the Staff Employment Manual, staff may, if they feel unable to raise their concerns internally, approach an external agency with safeguarding concerns.
- 5.2 Immediate Procedures:** If any of the above applies then the member of staff should aim to:
- Stop other activities to listen to what is being said, and to ensure the safety of children.
 - Make brief notes at the time or as soon as possible afterwards and pass these notes on to the DSL as soon as is possible, by the end of the day at the latest.
 - Avoid asking leading questions
 - Use TED questioning, can you tell, explain, describe and also what, when, who and how.
 - Avoid giving promises of confidentiality but offer assurances that only those who need to be informed will be informed.
 - Seek to reassure the student that they are being taken seriously and that they are doing the right thing in raising concerns.
 - Inform the DSL.
 - If a crime may have been committed, the matter should be reported to the police.
 - Anybody can make a referral to Children's social care immediately. (01295 756517)
- 5.3 Subsequent Procedures:**
- All concerns will be referred to the Education Safeguarding Advisory Team or MASH for advice. (In Oxfordshire the ESAT chooses to continue to give advice on a broad range of safeguarding and child protection issues)
 - KCSIE 2023 states: "no single practitioner can have a full picture of the child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information in a timely fashion and taking prompt action."
 - The DSL will arrange for any essential medical examination/treatment and care as necessary.

- If there is not considered to be a risk of significant harm, the DSL will either actively monitor the situation, consider the Early Help process or contact the LCSS for a no names consultation.
- All allegations against a member of staff, the DSL or volunteer will be investigated by the Head after having contacted the Oxfordshire LADO for advice, and then according to the advice given by the LADO, and according to the school's "Allegations of Abuse against Teachers and Other staff" policy. If the complaint is against the Head, then the Chair of Governors will be informed without notifying the Head. The Chair will deal with the matter following the procedures in the policy.
- All such incidents will be referred to the Oxford Safeguarding Children Board (OSCB) within one working day to the LADO or MASH and the Chair of Governors
- Inform those staff who will need to know about the incident, for the purposes of the safety of the student(s). Such informing should be kept to the necessary minimum.
- Keep the student(s) involved informed about the steps being taken.
- Counselling arrangements for students will be made and offered as appropriate.
- Having given due consideration to the wishes of the student involved and any advice from the LADO, the Head or DSL will normally inform parents where possible, seek their agreement before making a referral to the Children's Social Care to allow them to prepare their children for any investigation. However, in accordance with the DofE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account, unless allegations are against the parents, or such disclosure may put any child at further risk.
- Necessary steps to protect and support a student accused of abuse will be taken.
- Support will be offered to any student being interviewed, by arranging for them to be accompanied by a trusted person/adult of their choice.
- In cases where a member of boarding staff is suspended pending an investigation of a safeguarding nature the member of staff will be relocated away from a boarding house during the investigation.

6.GENERAL SAFEGUARDING PROCEDURES

6.1 Regular Monitoring: Bloxham School recognises that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults helps prevent incidences of abuse and bullying. Our school therefore establishes and maintains an ethos where students feel secure and are encouraged to talk, and are listened to; our pastoral system, Housemasters/mistresses, tutors, teachers, matrons, medical centre staff, chaplain, counsellor, and peer listeners all offer opportunities for students to talk to adults/older students as may be required. The "Who to turn to at Bloxham School" poster, offers students advice on who to contact. Tutors will be pro-active by including regular enquiries about student well-being during individual tutorials. We also have two Independent Listeners who are available to students, and whose contact details are widely publicised.

- a. **Safeguarding** All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of

different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- b. **Online Safety** The use of technology has become a significant component to many safeguarding issues. Children are at risk of abuse and other risks online as well as offline. In many cases abuse and other risks will take place concurrently both online and offline. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm.

In all cases, if staff are unsure, they should always speak to the designated lead or deputy.

Bloxham promotes activities and opportunities to protect and educate the whole school community within the use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. This is done within the classroom both through PSHE, ICT lessons, assemblies, tutor time and other opportunities, and through the whole school approach to teaching in a caring, open and responsive manner. Many of the activities within a boarding school environment seek to develop student's personal awareness to and recognition of such online safety risks. The breadth of issues classified within online safety is considerable, but can be categorised into 3 areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful on one interaction with other users; for example, commercial advertising as well as adults posing as children or young adults: and
- **Conduct:** personal online behaviour that increase the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If it is felt students or staff are at risk contact should be made with Anti-phishing Working Group (<https://apwg.org/>)

FILTERING AND MONITORING

In accordance with KCSIE 2023, school has assigned roles and responsibilities for filtering and monitoring from Governor level to all staff being trained and aware.

All relevant content should be blocked without unreasonably impacting the learning.

School should have effective monitoring strategies to meet the safeguarding needs of the school.

Staff should report:

- If you see or suspect unacceptable content accessed.
- Unacceptable content can be accessed.
- Teaching content that could cause a spike in logs.
- Failure or abuse of the system.
- Perceived unreasonable restrictions.
- Abbreviations pr misspellings that allows access to unacceptable content.

Filtering and monitoring systems should not:

- unreasonably impact teaching and learning or school administration.
- Restrict students from learning how to assess and manage risk themselves.

Everyone has a role to play. Safeguarding is not simply about filtering and monitoring technology, it is about what happens when it is being used, the internet is everyone's responsibility, directly or indirectly, eg in a history lesson if beheading is being taught think about the content as this might lead to other sites appearing on a student's device. We all have to consider teaching content, eg

when teaching drug education let safeguarding and IT know so that we can look out for increased traffic available to students not necessarily by their doing and also so that things are not unfairly blocked for education purposes. Staff should look out for changes in language and words used by students as this is often their mechanism for circumnavigating around filters. Teachers facing monitors in lessons where possible. Checks and monitors on an individual student's device who we have concerns about. Monitoring specific vulnerable students' devices.

Filtering cannot be 100% effective. Monitoring can be physical monitoring, live software viewing, monitoring user logs and individual device logs.

Bloxham ensures that good relationships are developed with the parents of our students. This is done through very regular contact via Housemasters/mistresses & tutors and in social, sporting and academic meetings.

Bloxham School also endeavours to work with other agencies from outside the school as appropriate.

Children Absent from school: Bloxham School responds to children who go missing or are absent from school particularly on repeat occasions or for prolonged periods in order to identify any risk of abuse, neglect, criminal or sexual exploitation. This is done through student registration three times daily with follow up enquiry within school and at home. Further action would be taken by contacting the Oxfordshire MASH.

An increase in number of home schooling, for whatever reasons or where a child is not attending school is now referred to as a child being "absent from school". Previously, a child being "missing" from school suggests that it is not at all known where they are.

Action when a student is missing

The document gives guidance on the steps that should be taken if a student is discovered to be missing. Clearly any action must take into account the nature of the student, the family background, and any matter relating to the students disappearance, a family crisis, a row at school etc. The following steps will usually be appropriate.

If the person suspecting or discovered the disappearance is not the Housemaster/mistress or the Head of Exham House, the HsM should be informed at once. If it is the case of suspected late arrival to school, a senior member of staff, will check the classroom where the student should be, and the House matron will be contacted.

In the case of a day students / day boarder, ascertain whether the student has registered at the previous registration. Check whether the parent(s) have contacted Absences@bloxhamschool.com. If the student has not registered and Palmer health centre has not been contacted, the parent(s) should be contacted at once if possible. Further action will be indicated by what the parent(s) say. If parent(s) cannot be contacted, enquiries via students who travel on the same transport will be made.

In the case of a boarder or day boarder/student who has failed to register, the HsM should – in approximately the following order;

1. Seek to identify when the student was last seen, by obtaining information from the adult who should have been teaching the students etc.
2. Question the student's friends and contemporaries; they often know more than the teaching staff do; this may involve engaging students in making mobile phone contact if possible.
3. Carry out searches as appropriate in and close to the school premises.

4. Inform the Headmaster, or in his absence or if he is otherwise not available, the Deputy Head.
5. Inform the parent(s); the timing of this must depend on where the parent(s) live (if they are very local ringing them up might well take place earlier if there is a likelihood that the student has gone home, but informing a parent who lives a long way away and will feel helpless while unable to do anything may simply be unkind), the HsM's knowledge of the parents will be used in such situations.
6. Having agreed with the Headmaster and the parent(s), contact the police.
7. Once the police have been contacted, further actions should be dictated by their advice.
8. Consideration of informing OSCB should also be given, and the DSL should be consulted.

6.4 Healthy Living: Health and Safety meetings are held regularly; safety in sport is continually promoted; risk assessments are carried out for all relevant activities; security arrangements are regularly checked and Digi locks for doors in all buildings regularly maintained. Lockable facilities are supplied for all students.

A healthy lifestyle is promoted for all students. This is done through the excellence of our catering facility; through an integrated PE and sporting programme for all pupils; through a whole school concern for the mental, emotional and spiritual development for students expressed through PSHE, House-care and Chapel. This also includes covering relevant issues for schools through Relationships DofE Education and Relationships and Sex Education and Health Education (Sept 2020).

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, speaking to the DSL or deputy.

Counselling is available to all students; medical and counselling staff in the school hold regular meetings to ensure the proper care of students in particular need at specific times.

Medical staff offer continual medical and counselling support to students, and the Health Centre is staffed or on call 24 hours a day during term time.

Bloxham School seeks to promote an understanding of healthy sexual lifestyle for its students. Bloxham School encourages students not to take illegal drugs, as expressed through its drugs policy and seeks to promote an understanding and sensible approach to alcohol as expressed in its alcohol policy.

6.5 Anti-bullying: Bloxham maintains an anti-bullying policy which is firmly embedded into its ethos, and all its practices. Our anti-bullying policy draws upon advice and guidance given in the "Preventing and Tackling Bullying Oct 2014". Bloxham "ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy." This includes particularly the dangers of cyber-bullying and child-on-child bullying as mediums of abuse. Bloxham school makes clear that abuse is abuse and should never be tolerated or passed off as "banter or "part of growing up".

Bloxham prevents bullying through effective school leadership that promotes an open and honest anti-bullying ethos; use of curriculum opportunities (in particular, PSHE and assemblies to discuss issues around diversity and draw out anti-bullying messages); use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying

6.6 Safer recruitment procedures. Bloxham School operates procedures as set out in the safer recruitment policy.

6.7 Allegations against members of staff, volunteers and the Head are dealt with under the Policy and Procedures for Dealing with Allegations of Abuse against Teachers and Other Staff (Appendix 6) to this document.



7a Low Level Concerns Policy.pdf

6.8 Training

Bloxham School regards up to date training on Safeguarding to be of paramount importance:

- Jacqui Skevington, Prevent Training update Jan 2023, DSL Level 3 update Feb 2023, Lead Trainer update March 2023, Safer Recruitment Feb 2023
- Deputy DSL Louise Ladds DSL Level 3 Wakefield Update April 2022, Prevent Training Sept 2023
- Paul Sanderson Prevent training update Jan 2023, DSL Level 3 update June 2023
- Assistant DSL Simon Thompson DSL Level 3 update Feb 2023 Lead Trainer Certificate March 2023
- Asst DSL Robert Dann DSL Level 2 March 2023
- P Duncan Smith DSL Level 3 update Jan 2023
- M Bowden Level 3 Certificate June 2023
- Bloxham School offers full OSCB training in Child Protection issues to the Head, staff and volunteers, which is updated every three years, in line with OSCB expectations. Mechanisms are put in place to assist all staff to understand and discharge their role and responsibilities through regular updates at staff meetings and inset training throughout the year. Induction training for new staff, temporary staff and volunteers, includes the school Safeguarding policy, the staff code of conduct (covering all situations relevant to the school), the whistleblowing policy, Prevent on-line training module, the identity and function of the DSL(s), all staff reading and signing that they have read and understand Part One of KCSIE and Annex A (Sept 2023). Temporary and voluntary staff who work with children are also made aware of the procedures and given training. Full staff training occurred in September 2006, given by OSCB, and was repeated in-house in 2009, 2012, 2015, 2018 and 2021. Full staff training from OSCB was conducted Sept 2021. Full updates of KCSIE training was given at the start of term to all staff Sept 2022, and 2023. The HR team briefs all new staff on the Employment Handbook including the Code of Conduct and Whistleblowing Policy.
- Safeguarding training for all new staff includes induction content using the OSCB Generalist training power point, covering online safety and Low Level Concerns policy and procedures.
- Staff induction training also includes introduction to the major school policies including Safeguarding, Anti-bullying, Promoting Positive Behaviour, Supervision of Students, First Aid, Security, Low Level Concerns and the Staff Handbook. Hard copy of these and further policies are available in each House for ease of access to staff whilst on boarding duty.
- Safeguarding induction training outlines the school's response to children absent from education. If any child is unaccounted for at registration, contact is made with the parent/guardian. If no suitable explanation is received or if suspicions that a child may be

missing in education, then the local authority childrenmissingeducation@oxfordshire.gov.uk is alerted along with contact with the police if OSCB advise.

- Guidance concerning acceptable use of IT is included in staff induction and is outlined in the Network Usage Policy. Specific guidance about staff usage in relation to staff/student relationships is given through reference to the Code of Conduct.
- Staff are regularly reminded of the potential for child-on-child bullying is greater in a boarding environment through staff training and weekly staff meetings. Staff are reminded that no reporting of any Sexual Violence and Sexual Harassment behaviours in school does not mean it is not happening in schools. Staff are also made aware that reports may come from third parties having overheard or witnessed such behaviours.
- Governors are all invited to share in the Staff training schedule every three years and require having an Enhanced DBS check.
- The ISI Compliance Officer (EKE) keeps a record of all those who have been trained (all staff must sign to acknowledge receipt of training) in conjunction with the School Bursary to ensure full coverage.
- All staff must sign a Safeguarding training declaration sheet to confirm that they have read and understood the Keeping Children Safe in Education Part One (Sept 2023), Code of Conduct Whistle-blowing and Low Level Concerns Policies and also complete the home office online prevent training module <https://www.elearning.prevent.homeoffice.gov.uk/screen2>
- All School and House Prefects are given Safeguarding training on entering the Upper Sixth. All other L6 and each year group of students are given annual Safeguarding and E-Safety Training by the DSL.
- Copies of the Safeguarding and Child Protection Policy are widely available to all staff, and to students. The Safeguarding and Child Protection Policy is on the School website and available in print from the School Office.
- DSL receives Prevent Awareness training.

7. PREVENTION OF HARM TO STUDENTS

7.1 The Gold Standard of Pastoral Care is a cornerstone of Bloxham School practice, and the Common Room has twice weekly meetings to consider the welfare of all students in the school and the designated members of staff are continually available to staff who wish to raise any concerns with them. The DSL is a member of the School Leadership Team.

7.2 The designated staff maintain electronic records of concerns on My Concern platform along with some written records of child protection issues and concerns. These are kept in a secure place which is accessible only to the DSL. These are separate from the normal records of students. All notes are kept for a period of 7 years after a student leaves the school.

7.3 In cases of concern the immediate monitoring of a student is likely to be done by the designated safeguarding lead in conjunction with the housemaster/mistress. If deemed appropriate other individuals such as the tutor, matron, school sisters, school doctor or school counsellor may also be involved. All concerns, allegations or disclosures will be passed to the Oxfordshire MASH/ESAT for advice and if required discussed with either the, Local Community Support Service (LCSS), Oxfordshire MASH and ESAT for advice and this advice would then be followed.

7.4 If a child case conference is called by external agencies involving a student at Bloxham School the Head and DSL will give consideration as to which member of staff should attend the conference. In some cases, it will be the DSL but within the boarding context there are times when it may be more suitable to ask the Housemaster/mistress to attend. Bloxham School seeks advice from the Banbury Social Services in relation to the proper conduct of case conferences.

7.5 Bloxham School enforces the “abuse of position of trust” legislation found in the Sexual Offences Act 2003. This legislation makes it an offence for any person aged 18 or over to behave in certain sexual ways to a child where the adult is in a position of trust in respect of the child. This will be taken to include all students currently within the school. The term “sexual ways” here may be taken to include kissing, sexual touching, intercourse, causing or inciting a child to engage in sexual activity, conducting sexual activity in the presence of a child, causing a child to watch a sexual act or “sexting”: sharing nude or semi-nude images or videos with a student by an electronic device.

7.6 In cases where a student is alleged to have been abused by one or more students, we will ensure the immediate safety of all students involved. Whether accused perpetrator or victim, all students will be treated as being at “risk”. The ESAT/MASH will be consulted about the action to be taken. Immediate support for all students involved will be given by DSL, DDSL Housemaster/mistress, tutor, school counsellor and any other appropriate adults within the bounds of confidentiality. Parents of all students involved will be informed as the ESAT/MASH advises.

7.7 Bloxham School recognises that statistically children with behavioural difficulties, additional learning support (SEN) and physical disabilities or other permanent or temporary vulnerabilities are most vulnerable to abuse. Such students need sensitive treatment, and staff must have heightened awareness in these cases. Early help is essential along with staff identifying students who need this level of support. Identifying vulnerable learners involves ensuring that staff understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. Support and advice about Radicalisation and Extremism can be found in KCSIE (2023) and Prevent Duty Guidance for England and Wales. All concerns about FGM should be reported to the Banbury Police on 101 and Oxfordshire MASH on 0845 050 7666. If anyone is concerned that a child may have had FGM or be at risk of FGM, the person who initially identified the FGM calls 101 (police) to make a report. The school recognises it has a duty to support and also to initiate additional support for any student in need of further support via agencies such as CAFCASS, CAMHS, TAC and interagency working to support students in need of help because of dysfunctional eating, self-harm, mental health issues and to children at risk of harm. The school DSL will make prompt contact with children’s social care services or Channel where there are concerns that a child may be in need or at risk.

7.8 Bloxham School operates a Low Level Concerns policy to ensure staff are clear about, and confident to distinguish between expected and appropriate behaviour from concerning or inappropriate behaviour in themselves and others, and the delineation of professional boundaries and reporting lines. This is particularly important within the boarding context. Staff are advised about avoiding situations which may lead to allegations against them. Bloxham School would refer to “Keeping Children Safe in Education” (Sept 2023) if either eventuality arose. Bloxham School has a separate policy for “Dealing with Allegations of Abuse against Teachers and other Staff” which is included in this Safeguarding Policy (Appendix 6).

7.9 Bloxham School will inform a receiving school if a student with a child protection plan transfers school and send a safeguarding transfer of records request to schools of incoming students within 5 days of them joining Bloxham school roll. Any child protection records will be copied, and the originals passed on to the receiving schools followed by acknowledgment of receipt. The copies will be retained by Bloxham School until the student has left school for 7 years.

7.10 Bloxham School seeks to regularly guide staff and raise awareness to issues of FGM, Child Exploitation, Forced Marriage, Honour Based violence and Domestic Abuse and Prevent in line with KCSIE (Sept 2023) Bloxham School has a Prevent Policy (Appendix 3).

Action when a child has suffered or is in danger or at risk of serious harm

The diagram on the following page illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child **anyone can make a referral to MASH or the Police. Parent consent is not required.** Where referrals are not made by the Designated Safeguarding Lead (DSL), the DSL should be informed, as soon as possible, that a referral has been made.

If you believe that a child is in immediate danger or at risk of harm as referral should be made to the MASH and/or the police immediately.

It is everyone's statutory duty to act and report these concerns.

- | | |
|------------------------|--------------|
| 1. Police | 101 |
| 6. MASH | 0345 0507666 |
| 7. Emergency Duty Team | 08450 507666 |
| 8. Jacqui Skevington | 07717 858495 |

* Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989, see Chapter 1 of [Working Together to Safeguard Children 2020](#) for more information.

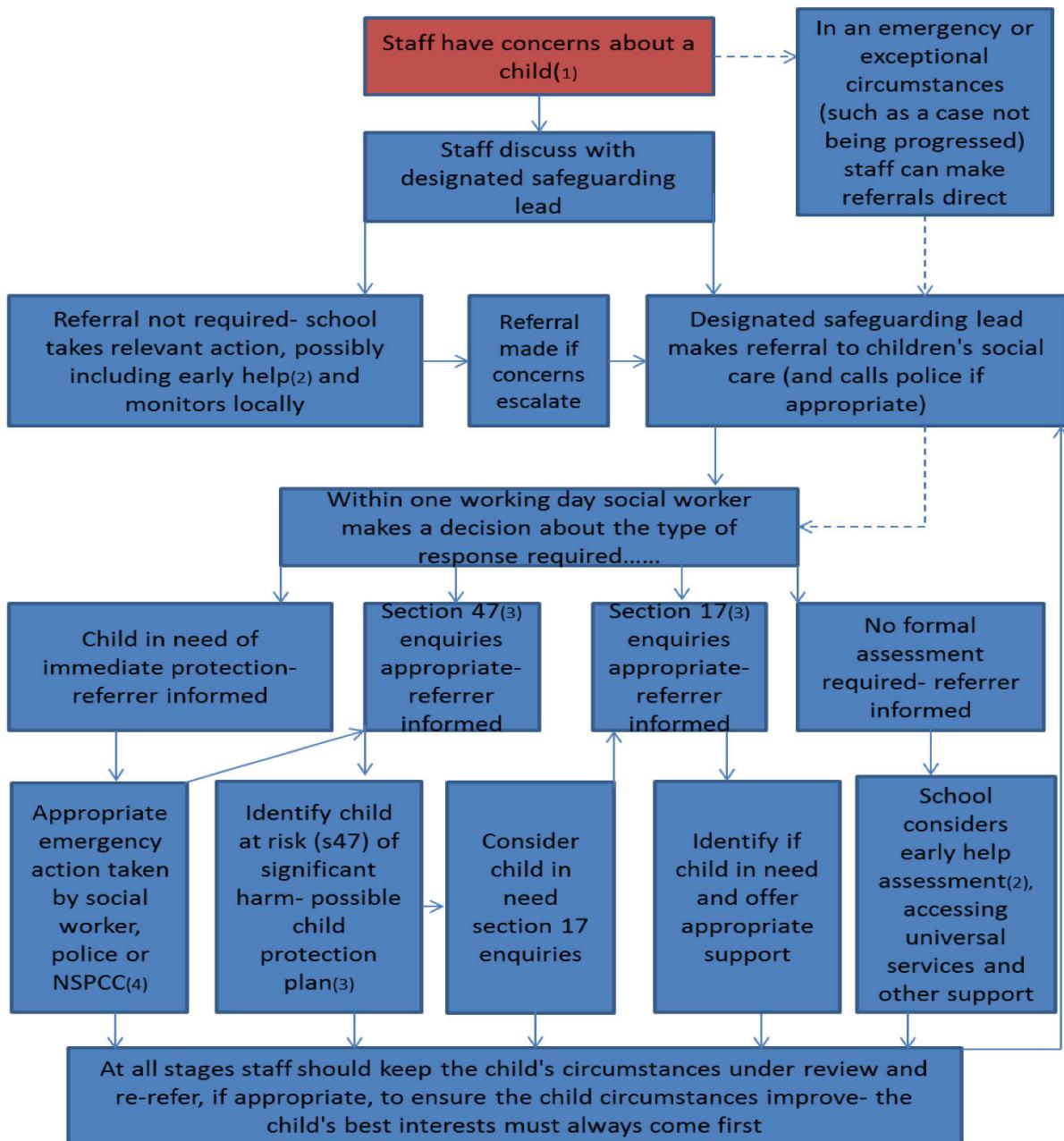
Prevent

Bloxham School is committed to its responsibility under the Government Prevent Strategy (July 2015) as described in Appendix 3 of this document.

- **End of Child Protection Policy**

Latest revision: 24:08:2023

A flow diagram from “Keeping Children Safe in Education (Sept 19)
Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part 6 of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.
3. Referrals should follow the local authority's referral process. Chapter 1 of Working together to Safeguard Children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter 1 of Working together to safeguard children
5. This could include applying for an Emergency Protection Order (EPO).

Appendix 1

What constitutes abuse or 'significant harm'?

Section 47 of The Children Act, 1989, places a duty on the local authority to make an investigation if they believe a child in their area is suffering or is likely to suffer from significant harm.

There are no absolute criteria upon which to rely when judging what constitutes 'significant harm'.

Consideration of the severity of ill-treatment may include:

- The degree and extent of any physical harm
- The duration and frequency of abuse/neglect
- The extent of premeditation
- The degree of threat and coercion
- The presence of any sexual motivation
- Any sadistic, bizarre or unusual elements

The Children Act, 1989

Definition of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example. In relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

1. Physical Abuse:

Actual or attempted physical injury to a child under the age of 18, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.

Physical injury may include a serious incident or a series of minor incidents involving bruising, fractures, scratches, burns or scalds; deliberate poisoning; attempted drowning or smothering; Munchausen's Syndrome by Proxy (a carer or parent fabricating symptoms of, or deliberately inducing, illness); serious risk of actual injuries resulting from parental lifestyle prior to birth, for instance substance abuse; physical chastisement, deemed to be unreasonable.

Physical injury of a child, giving rise to suspicions of abuse, may be clearly visible in some cases. In other cases, and regarding other categories of abuse, staff must be alert to indications that a child may be being abused.

2. Neglect:

This occurs when a child's essential physical and/or psychological needs are persistently not met and this is likely to cause the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical neglect may also include failure to secure appropriate medical treatment for the child, or when an adult carer persistently pursues or allows the child to follow a lifestyle inappropriate to the child's developmental needs or which jeopardises the child's health.

3. Sexual Abuse:

Any child below the age of 18 may be deemed to have been sexually abused when any person(s), by design or negligence, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) including organised networks. This definition holds whether or not there has been genital contact and whether or not the child is said to have initiated the behaviour.

Sexual abuse may include activities such as incest, rape, sodomy or intercourse with children; lewd or libidinous practices or behaviour towards children; indecent assault of children; taking indecent photographs of children or encouraging children to become prostitutes or witness intercourse or pornographic materials.

Activities involving sexual exploitation, particularly between young people, may be indicated by the presence of one or more of the following characteristics – inequalities in terms of chronological age, development stage or size; actual or threatened coercion.

4. Child-on-child abuse

All staff should be aware that children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms, it can happen inside and outside of school and online. All staff should understand that even if there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. All staff should be clear to the school's policies and procedures with regards to child-on-child abuse. As such it is important that all staff should be aware of the important role, they have to play in preventing it and responding where they believe a child may be at risk from it. It is essential that **all** staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours for example dismissing sexual harassment as "just banter" or "just having a laugh", "part of growing up", or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst cases scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is important that if any staff have concerns regarding child-on-child abuse, they should speak to the designated safeguarding lead or deputy.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, pre-judice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- 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.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Youth produced Sexual Imagery (Sexting)

Making, possessing and distributing sexual (i.e. nude and semi-nude) photos and videos of under-18s is illegal. When an incident involving sexting comes to the school's attention, the following steps should be taken. The incident should be referred to the DSL as soon as possible. The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the young people involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If at any point in the process, there is a concern that a young person has been significantly harmed or is at risk of significant harm a referral should be made to Social Care Direct and/or the police immediately. Adults should not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible, responses to incidents should be based on what the DSL has been told about the content of the imagery. The decision to view imagery should be based on the professional judgement of the DSL and should always comply with this Safeguarding and Child Protection Policy and procedures. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the young person. Further details on searching, deleting and confiscating devices can be found in the [DfE Searching, Screening and Confiscation advice](#). This advice highlights that schools have the power to search pupils for devices, search data and delete youth produced sexual imagery. If any devices need to be seized and passed to the police, then the device(s) should be confiscated, and the police should be called. The device(s) should be turned off and placed under lock and key until the police are able to come and retrieve it.

Sexual violence and sexual harassment

Sexual Violence and Sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online offline (both physically and verbally) and are never acceptable. As set out in Part one KCSIE (2023), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one KCSIE, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁹ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and

- sexual exploitation; coercion and threats; and
- Upskirting

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where the children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that the school endeavours to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with trusted members of staff. This could be our school counsellor, S Thorp, key members within their boarding house, the HsMs or tutor, school DSL, or the schools Independent Listeners. LGBT education is included in Bloxham Relationships and Sex Education policy, Promoting Positive Behaviour policy and PSHE curriculum, Equality Act 2010 and Protected Characteristics “Celebrating differences” topics. Support for staff and students can be found through [Homophobic, biphobic and transphobic bullying | Schools \(oxfordshire.gov.uk\)](#) and [Homophobic, biphobic and transphobic bullying – Brook](#).

Upskirting

‘Upskirting’ is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone, and any gender can be a victim and this behaviour is completely unacceptable. It is a criminal offence and perpetrators can face two years in prison. The most serious offenders being placed on the sex offenders register.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

6. Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have

been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. In Oxfordshire we have the Kingfisher team that specifically dealing with CSE, all staff should be aware of the screening tool and understand the possibly indicators.

Like all forms of child sex abuse, child sexual exploitation:

- 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;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- 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);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. 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.

7. Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

8. Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. **Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background** and domestic abuse can take place inside or outside of the home. That abuse can be, but is not limited to, psychological, physical, sexual,

financial, coercive, controlling behaviour and emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are “**personally connected**”, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- economic
- emotional
- Coercive and controlling behaviour

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. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- National crime agency human-trafficking
- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

Bloxham School sign up to Operation Encompass.

9 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets

usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year olds who may be homeless and/ or require accommodation.

10. Emotional Abuse

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

This may include situations where, as a result of persistent behaviour by the parent(s) or care-giver(s), children are rejected, denigrated or made the scapegoat; inappropriately Punished. Children, who are left on their own for long periods, are under stimulated or suffer sensory deprivation, especially in infancy, who do not experience adequate nurturing or who are subject to a large number of caregivers may also come into this category.

Sustained or repeated abuse of this type is likely, in the longer term, to result in failure or disruptions of development or personality, inability to form secure relationships and may additionally, influence intellectual development and educational attainment.

It should be kept in mind that another child rather than an adult might be perpetrating abuse in some cases. **Child on Child** abuse is most likely to include, but may not be limited to, bullying (including cyber-bullying), physical abuse, emotional abuse, sexual abuse and sexual exploitation, however, it is made clear to staff that abuse may take any form. Staff should be clear as to Bloxham School's Anti-Bullying policy and Promoting Positive Behaviour policy and raise concerns with the DSL knowing they will be listened to, supported, and valued, and that the issues they raise will be looked into and addressed through the ESAT being consulted as to the course of action to take.

11. Preventing Extremism

Protecting those vulnerable to extremism is a safeguarding issue. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of our armed forces, whether in this country or overseas are also included in the definition. Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

Government Initiative- PREVENT

Local Initiatives

- Oxfordshire Channel Panel
- Oxfordshire Prevent Board

Reporting Concerns

- Same as a normal safeguarding referral
- Contact the Police Prevent Officer for Oxfordshire to discuss:
 - a potential referral preventreferrals@thamesvalley.pnn.police.uk
 - or general concern with the Police: prevent@thamesvalley.pnn.police.uk
- Channel Panel awareness-raising package:
http://course.ncalt.com/Channel_General_Awareness

12. Female Genital Mutilation

FGM is carried out for cultural, religious and social reasons within families and communities. The procedure is traditionally carried out by an older woman with no medical training. Anaesthetics and antiseptic treatment are not generally used, and the practice is usually carried out using basic tools such as knives, scissors, scalpels, pieces of glass and razor blades.

Where does FGM happen? FGM is prevalent in Africa, the Middle East and Asia.

In the UK, FGM tends to occur in areas with larger populations of communities who practise FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

Why is it done? FGM is carried out for cultural, religious and social reasons within families and communities. For example, it is often considered a necessary part of raising a girl properly, and as a way to prepare her for adulthood and marriage. FGM is often motivated by the belief that it is beneficial for the girl or woman. Many communities believe it will reduce a woman's libido and discourage sexual activity before marriage.

Health Effects of FGM There are no health benefits to FGM. Removing and damaging healthy and normal female genital tissue interferes with the natural functions of girls' and women's bodies.

- Chronic pelvic infections
- Excessive scar tissue formation
- Infection of the reproductive system
- Development of cysts, abscesses and genital scars
- PTSD

What you can do. If you are worried about someone who is at risk of FGM or has had FGM, you must share this information with social care or the police. It is then their responsibility to investigate and protect any girls or women involved.

13. Forced Marriage and Honour Based Abuse (FM)

The Marriage and Civil Partnership (Minimum Age) Act 2022 received Royal Assent in April 2022. The Act raises the age of marriage and civil partnerships to 18 in England and Wales. This includes non-legally binding' traditional' ceremonies. Previous to this, 16- and 17-year-old children were able to marry or enter a civil partnership.

It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

A Forced Marriage (FM) is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

- Very different to an arranged marriage where both parties give consent
- The British summer holidays mark a peak in reports of young people – typically girls aged 15 and 16- being taken abroad on “holiday”, for a marriage without consent
- Forced marriage also applies to males
- Youngest victim who was believed to be at risk of a forced marriage was aged 2.

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

- Indicators
- There are a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.
- Actions
- If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 17 that requires a different approach.

14. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

15.Children Absent / Missing from Education

All staff should be aware that children who are absent from school particularly on repeat occasions or for prolonged periods, or missing, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children absent/missing from education procedures.

16.Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Appendix 2

Indicators of abuse - The following lists are neither definitive nor exhaustive. The information has to be used in context with a range of other information related to a child's circumstances.

1. Physical Abuse

- Signs of possible physical abuse:
- Unexplained injuries or burns, particularly if they are recurrent
- Injuries whose location make them highly unlikely to be accidental (e.g. back of the knee)
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Fear of returning home
- Aggression towards others
- Running away
- When considering the possibility of non-accidental injuries, remember that injuries may have occurred for other reasons e.g. genuine accidents or medical disorders.

2. Physical Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness, or unexplained non-attendance at school
- Untreated medical problems
- Low self esteem
- Poor peer relationships
- Stealing

3. Emotional Abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- "Neurotic" behaviour (e.g. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

4. Sexual Abuse. Not all children are able to tell or are believed by parents. Changes in behaviour may be a signal that something has happened. It is important to remember that there may well be no physical or behavioural signs. The following indicators may show that a child is troubled but not through sexual abuse. The child may have some of these signs or none at all. It is a combination, frequency and duration of signs that can alert you to a problem.

Behavioural:

- Lack of trust in adults or over familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, requiring a nightlight)
- Running away
- Reluctance or refusal to participate in physical activity or to change clothes for activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond their years; abnormal, sexualised drawing
- Unusual interest in the genitals of adults, children or animals
- Expressing affection in an inappropriate way
- Fear of bathrooms, showers, closed doors
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour/sexual promiscuity
- Stealing
- Psychosomatic factors e.g. recurrent abdominal pain or headache

Physical:

- Sleeplessness, fear of the dark, nightmares
- Bruises, scratches, bite marks to the thighs or genital area
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection; stained underwear
- Unusual genital odour
- Anxiety, depression
- Eating disorder e.g. anorexia or bulimia
- Discomfort/difficulty in walking/sitting
- Venereal disease
- Soiling or wetting in children who have been trained
- Self-mutilation/suicide attempts

5.Signs that MAY indicate Child Sexual Exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.
- Isolation from family/friends/peer group
- Physical symptoms including bruising/STI's
- Mental health

The indicators can be spotted when speaking to the young person themselves or family/friends.

6. Possible Indicators of Extremism:

- Withdrawal from usual activities
- Feelings of anger, grievance or injustice
- Truanting/going missing from school or care
- Expressing ‘them and us’ thinking
- Use of inappropriate language;
- Advocating violent actions and means;
- Possession of violent extremist literature;
- The expression of extremist views;
- Association with known extremists;
- Seeking to recruit others to an extremist ideology.

Oxfordshire is a Low Risk area

MASH on-line enquiry form: <https://www.oxfordshire.gov.uk/cms/content/online-mash-enquiry-form>

- Cherwell District Council – Mike Grant mike.grant@cherwell-dc.gov.uk

Appendix 3

Bloxham School Prevent Policy

Bloxham School is committed to its responsibility under the Government “Prevent” strategy. The school is committed to preventing radicalisation through a risk assessment-based approach, clear procedures, education through PSHE and other means, staff training, monitoring and IT education.

Risk Assessment

- The school has assessed the general level of risk, taking account of geographical area and intake, of students being subject to radicalisation or drawn into terrorism/extremist activity as being low to medium. The geography, background of students and boarding ethos means that student contact with outside agencies is limited but contact through the internet remains a clear possibility.
- Staff are made aware of the potential risk and systems are in place via the school PSHE policy and staff training to identify individual children who may be at risk of radicalisation or being drawn into terrorism/extremist activity.

Policies and Procedures

- Safeguarding policies and procedures have been updated to help to identify students at risk of radicalisation and to protect them.
- Indicators of vulnerability can be viewed in Channel Duty Guidance Annex C.
- When it is appropriate we will make a referral, whether to Children's Services in the normal way or to the Channel programme.
- Protocols to ensure that visiting speakers, whether invited by staff or pupils, are suitably supervised have been put in place.
- The policy for when a child goes missing has been reviewed
- We have identified a single point of contact (JHS in role as the DSL) who oversees and coordinates the school's implementation of the Prevent duty.

Training

- All staff receive prevent by completing e-learning training at www.elearning.prevent.homeoffice.gov.uk. The DSL has undertaken Prevent awareness training so can provide advice, support and training to other staff members.
- NOTICE – CHECK – SHARE Procedures are put in place when any staff members have safeguarding prevent concerns.

Education for Resilience to Radicalisation

- In part through the existing duty to promote fundamental British values.
- In part through the PSHE syllabus teaching students to manage risk, resist pressure, make safer choices and seek help if necessary.
- In part through the PSHE and other relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debate of political issues in a non-partisan manner.

Monitoring

- All visiting speakers are checked and supervised properly. Before a visit the name of a potential visiting speaker is submitted to EKE (HR officer) who will conduct background checks. A record of the checks is kept and attached to the Central register.
- If any concerns are raised through the process a meeting of the Head and Deputies will decide whether the speaker should be further checked, not invited, or reported to authorities.
- A risk assessment is created for all visitors without a DBS and they are also supervised and accompanied at all times.

IT Policies and Training

- Ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school has strong filtering systems and ICT acceptable use policies have been revised to incorporate the dangers of accessing terrorist and extremist material.
- The existing ICT training equips students with the skills to stay safe online, both in school and outside of school.

Working in Partnership

- The school will liaise with the OSCB to establish what advice and support they can provide and for their assessment of general levels of risk within the local area.
- The Prevent Policy is reviewed annually by Governors.

This policy is written with reference to government guidelines which can be found at :

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Channel

<https://www.gov.uk/government/publications/channel-guidance>

Appendix 4a

Appendix 4a DSL Job Description Job description for the Designated Safeguarding Lead and Deputy DSL	
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	
Summary of the role	<ul style="list-style-type: none"> • To take lead responsibility for safeguarding and child protection (including online safety) occurring at the school and to support all other staff in dealing with any child welfare and child protection concerns that arise. • To provide advice and support to other staff on matters of child welfare, safeguarding and child protection. • To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of pupils. • To promote and safeguard the welfare of pupils in the school. • Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated.
Main duties and responsibilities	Further specifics
Availability	<ul style="list-style-type: none"> • ensure during term time that you or a Deputy will always be available during School hours (8am – 6pm) to discuss any safeguarding concerns; and • arrange adequate and appropriate cover arrangements for any out of hours/out of term activities via the designated safeguarding mobile number 07717 858 495 shared with the Deputy DSL when out of the country.
Managing referrals	<p>You are expected to refer cases:</p> <ul style="list-style-type: none"> • of suspected abuse and neglect of any pupil at the school to the local authority children's social care and support staff who make referrals to local authority children's social care. • to the Channel programme where there is a radicalisation concern and support staff who make referrals to the Channel programme. • where a crime has been committed to contact and liaise with the Police and support police investigations
Working with others	<p>You are expected to:</p> <ul style="list-style-type: none"> • act as a source of support, advice, and expertise for all staff. • act as a point of contact with the three safeguarding partners: the local authority (OSCB) the clinical commissioning group; and the Police. • liaise with the Head to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child-protection concerns in cases which concern a staff member;

	<ul style="list-style-type: none"> • liaise with staff (especially tutors, pastoral support staff, IT staff, First Aiders, counsellor and the named persons with oversight for SEND) on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically; • promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances; and • work with the Head and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at the school. This includes: <ul style="list-style-type: none"> ○ ensuring that the school knows who its cohort of children are who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and, ○ supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
Information sharing and managing the child protection files	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure that child protection files and incidents recorded on My Concern incidents are kept up to date. • ensure that information is kept confidential and stored securely. <ul style="list-style-type: none"> ○ ensure that records include; ○ two emergency contact details for the child; ○ a clear and comprehensive summary of the concern; ○ details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome. • ensure that files are only accessed by those who need to see them and that where the file or content within it is shared, this happens in line with information-sharing advice, as set out in Part 1 and Part 2 of KSCIE. • ensure, when a pupil leaves the school, that: <ul style="list-style-type: none"> ○ their child protection file is transferred to the new school or School as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term); and ○ their child protection file is transferred separately from the pupil's main file in a secure manner and confirmation of receipt is received from the destination school or School; and • consider whether it is appropriate to share any information with the new school in advance of the pupil leaving. • Receiving schools and colleges should ensure key staff, such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In

	<p>addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.</p>
Raising awareness	<p>You are expected to:</p> <ul style="list-style-type: none"> • ensure each member of staff has access to, and understands, the school's safeguarding policy and procedures, especially new and part-time staff; • ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly • ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; • link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and • help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and School leadership staff.
Training, knowledge and skills	<p>You are expected to ensure your child protection training and that of the DDSLs is sufficient and appropriate to provide the knowledge and skills required to carry out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.</p> <p>In addition to the formal training, the knowledge, and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so that they:</p> <ul style="list-style-type: none"> • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local-authority children's social care referral arrangements; • have a working knowledge of how local authorities conduct a child-protection case conference and a child-protection review conference and be able to attend and contribute to these effectively when required to do so; • understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;

	<ul style="list-style-type: none"> • understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in response to this in promoting educational outcomes; • are alert to the specific needs of children in need, those with Special Educational Needs and Disabilities (SEND), those with relevant health conditions and young carers; • understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners; • understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation; • are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school; • can recognise the additional risks that children with SEN and disabilities (SEND) face online (for example, from online bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online; • obtain access to resources and attend any relevant or refresher training courses; and • encourage a culture among all staff of listening to pupils and taking account of their wishes and feelings, in any measures the school may put in place to protect them.
Providing support to staff	<p>Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child-protection matters. This includes, specifically, to:</p> <ul style="list-style-type: none"> • ensure that staff are supported during the referrals processes; and • support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
Understanding the views of children	<p>It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:</p> <ul style="list-style-type: none"> • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and, • understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
Holding and sharing information	<p>The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1, 2 and 5 of KCSIE, and therefore members of the DSL team should:</p>

	<ul style="list-style-type: none"> • understand the importance of information sharing, both within the school, and with other schools and Schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners; • understand relevant data-protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; • hold two emergency contact details for every child wherever possible; • be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
Filtering and Monitoring	<ul style="list-style-type: none"> • ensure the implementation of digital and technology standards for filtering and monitoring. • ensure effective monitoring strategies to meet the safeguarding needs of the school. • assign roles and responsibilities to manage filtering and monitoring. • act on and oversee filtering and monitoring reports, safeguarding concerns, checks to filtering and monitoring systems. • review at least annually.

Appendix 4b

Role of the Nominated Safeguarding Governor

Background:

The document ‘Working Together to Safeguard Children’ (September **2022**) provides statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance requires schools to have ‘a senior board level lead to take leadership responsibility for the organisation’s safeguarding arrangements’. Many schools choose to achieve this by nominating a safeguarding governor who is responsible for the oversight of safeguarding policies and procedures on behalf of the Governing Body. It should, however, be noted that this in no way alters the fact that the full Governing Body remains collectively responsible for safeguarding.

The roles and duties listed below act as an aide memoire for what it would be reasonable for a nominated safeguarding governor to undertake.

Role and Duties:

- 1 The main role of the Nominated Safeguarding Governor on behalf of the Governing Body (which retains overall responsibility) is to act as the School's senior board level lead to take leadership responsibility for the School's safeguarding arrangements, which he/she will do by discharging the following functions:
 - 1.1 champion the promotion of well-being, safeguarding and child protection issues at the highest level within the School;
 - 1.2 encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties;
 - 1.3 ensure that the Governing Body puts in place a suitable child protection and safeguarding policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice;
 - 1.4 be familiar with the Local Safeguarding Children Board (OCSB) guidance and procedures relating to safeguarding and child protection and associated issues, including local protocols for assessment and the OCSB's threshold of need's document, contributing to inter-agency working;
 - 1.5 contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed;
 - 1.6 meet regularly with the School's Designated Safeguarding Lead (**DSL**) in order to monitor the effectiveness of the School's CPS Policy and procedures and the implementation of these across the School. It is recommended that this is at least a termly meeting;
 - 1.7 with reasonable endeavours that the Governing Body receives a report on the implementation of the School's CPS Policy and procedures to support the full Governing Body's review of safeguarding in the School at least annually (or earlier if needed in response to changes to the law, policy or statutory guidance or as

- appropriate in response to specific incidents) in accordance with all statutory guidance [and guidelines adopted by the Governing Body]¹;
- 1.8 ensure that the Governing Body is made aware of any proven incident or allegation (anonymised where appropriate) which has implications for the School's CPS Policy or procedures;
 - 1.9 ensure that the DSL is part of the School's senior leadership team, and has sufficient time and resources at his/her disposal to carry out his/her duties effectively;
 - 1.10 ensure that the DSL (and Deputy DSL, if appointed) receive appropriate training to provide them with the knowledge and skills required to carry out the role at least every two years, and that their knowledge and skills are appropriately refreshed at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role;
 - 1.11 ensure that arrangements are in place for the inclusion of child protection training on the School's procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual;
 - 1.12 ensure that the School makes opportunities available to staff to feed into and shape the School's approach to safeguarding and safeguarding policies;
 - 1.13 ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers;
 - 1.14 review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis;
 - 1.15 be aware of how safeguarding and child protection issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet and advice on who to turn to for help, are properly addressed through the curriculum and schemes of work;
 - 1.16 with reasonable endeavours, appropriate IT filters and monitoring systems are in place to prevent children from accessing harmful or inappropriate material;
 - 1.17 ensure that staff have the necessary knowledge and understanding to keep looked after children safe, with identified staff tasked to promote the educational achievement of looked after children;
 - 1.18 ensure that the Governing Body carries out regular risk assessments of factors particular to the School which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, female genital mutilation and cyberbullying; and
 - 1.19 both provide to, and seek from, the local authority and other relevant agencies information about how the Governing Body's duties in respect of safeguarding and child protection have been discharged, where appropriate or requested.

- 2 The identity of and contact details for the Nominated Safeguarding Governor, together with an outline of his/her duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.
- 3 To the extent that the role and duties of the Nominated Safeguarding Governor conflict with those assumed by others within the School, including the Chair of Governors, the Governing Body will take all necessary action to resolve those conflicts so as to achieve clarity about respective roles and duties. This may include amendments to the Safeguarding Policy, the School's constitutional documents and/or other governance arrangements applicable to the School.²
- 4 Each of the Nominated Safeguarding Governor and the Chair of the Governing Body will undertake appropriate training in accordance with the OSCB's recommendations to fulfil the respective role and duties.

Appendix 4c

Role of the Assistant Designated Safeguarding Person(s)

- To be ready to deputise, whilst liaising with the Head, on any immediate Safeguarding task that happened to emerge when both JHS and LJRL were unavailable.
- To be available to share with JHS in the task of student interviews relating to safeguarding issues if such a need should arise.
- To receive, read and consider Safeguarding updates received regularly at school offering suggestions to JHS concerning any possible revisions to the Safeguarding policy or practices in school.
- To read and review regularly the Anti-bullying policy, the IT Usage policies, the Promoting Positive Behaviour policy, and any other relevant policies offering suggestions to JHS concerning any possible revisions to the Safeguarding policy or practices in school.
- To offer specific staff training to HsMs (SDAT), HoDs or tutors (RSD) on relevant practices such as What to do when a student goes missing, Security policy, Visitors policy etc as may be relevant
- Offer regular Safeguarding updates to students as necessary by contributing to Year Group Assemblies each half of term.
- Attending half termly meetings with JHS to review and further the Safeguarding work in school.

Appendix 5

Multi-agency working

1. Schools have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies are proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working together To Safeguard Children. It is especially important that school and colleges understand their role in the new safeguarding partner arrangements.
2. New safeguarding partners and child death review partner arrangements are to be in place. Locally, the three safeguarding partners (the local authority; Yvonne Rees from OCC, Louise Patten, clinical commissioning group; and John Campbell, Chief Constable, Thames Valley Police) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of the local children, including identifying and responding to their needs.
3. OSCB publishes threshold guidance (below) that all agencies, professionals and volunteers in the county can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds or intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children's needs are not static and they may experience different needs – at different points on the continuum – throughout their childhood years.

The Threshold of Needs



Level 1 – Universal Needs supported by Universal Services Children and young people, including those who are disabled/seriously ill and young carers, who reach their full potential, make good overall progress through the care of their families, communities and the support of a range of universally provided services e.g. schools, primary health care,

Level 2 – Additional needs supported by Community EHA/TAFs & the LCSS Team Children and young people, including those who are disabled/seriously ill and young carers, who may become vulnerable and who will require additional support due to their own development, family circumstances or environmental factors. They are at risk of not reaching their full potential and life chances may be impaired without additional services. This can be a single or multi-agency response and won't always necessitate a response from the Local Authority. There are 2 subcategories in Level 2, namely: Level

Level 3 – Complex Needs supported by Targeted Early Help or Statutory Social Work Teams Children and young people, including those who are disabled/seriously ill and young carers, whose needs are complex and who require support from more than one agency. They are at risk of social or educational exclusion; their health, welfare, social or educational development is being impaired; and life chances will be impaired without the provision of additional services. Children and families with complex needs will either be supported by Targeted Early Help Teams or by Statutory Social Work Teams under S17 of the Children Act, 1989. In order to guide professionals as to which would be the most appropriate service, this level has been divided into two subsections. Level 3a: Targeted Early Help

Level 4 – Critical Needs supported by Statutory Social Work teams (Child Protection) Children and young people, including those who are disabled/seriously ill and young carers, who have critical and enduring needs. They are at risk of significant harm or removal from home. If a child is in immediate danger or is at risk of significant harm, a referral should be made to children's social care and/or the police immediately.

4. <https://www.oscb.org.uk/wp-content/uploads/2019/05/OSCB-MASA-Publication-2019.pdf>
 - 1: Multi-agency arrangements
 - 2: Arrangements for commissioning and publishing child protection reviews
 - 3: Arrangements for child death reviews
 - 4: Relevant agencies

Appendix 2: Relevant agencies

Oxfordshire County Council

- Director of Children's Services
- Deputy Director Children's Social Care
- Deputy Director Safeguarding
- Deputy Director for Education
- Deputy Director Adult Social Care
- Director of Public Health
- Principal Solicitor
- Assistant Chief Fire & Rescue Service
- Cllr for Children and Family Services
- Cllr for Education

Thames Valley Police

- Nominated Local Police Area Commander* (currently deputy chair)
- Detective Chief Inspector, Protecting Vulnerable People

*There are three Local Police Area Commanders in Oxfordshire and one commander represents all three, historically Oxford City commander.

Clinical Commissioning Group

- Director of Quality/Lead Nurse

Oxford Health NHS Foundation Trust

- Director of Nursing and Clinical Standards
- Service Director

Oxford University Hospitals

- Chief Nurse
- Safeguarding Children Lead and Patient Experience

Designated Health Professionals

- Designated Doctor, Safeguarding Consultant
- Designated Nurse

Oxford City Council

- Assistant Chief Executive

South and Vale District Council

- Head of Housing and Environment

West Oxfordshire District Council

- Group Manager

Cherwell District Council

- Assistant Director: Communities

Thames Valley Community Rehabilitation Company

- Head of Operations

National Probation Service

- Senior Operational Support Manager

Schools

- Headteacher Warriner School
- Headteacher Windmill Junior School
- Headteacher Springfield School (special school)

SSAFA

- Social Work Regional Manager

CAFCASS

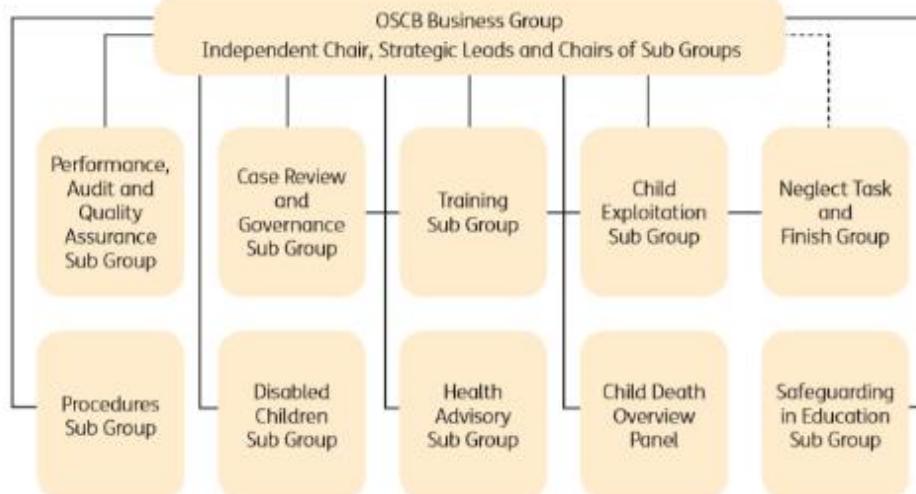
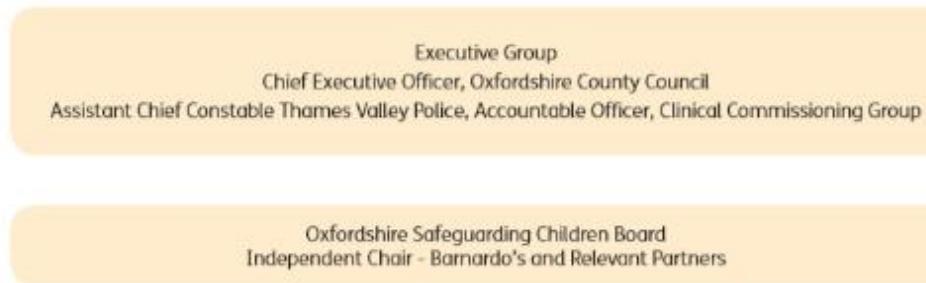
- Senior Service Manager

Housing Representative

2 Voluntary Sector representatives

2 Lay Members

Structure Chart



Appendix 6

Policy and Procedures for Dealing with Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors. (KCSIE 2023)

1. Introduction: This policy is based upon the statutory guidance for schools contained in *Keeping Children Safe in Education Sept 2022 Part 4: Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors.* with reference to the advice in the document "*Safeguarding Children: Dealing with Allegations of Abuse against Teachers and other Staff*", November 2007 and *Dealing with allegations of abuse against teachers and other staff revised October 2012*). Bloxham School also draws on advice given by the Children and Young People's section at Oxfordshire County Council – Education Safeguarding Advisory Team / Local Authority Designated Team (LADO). Liaison with the Oxfordshire Safeguarding Children Board (OSCB) should be sustained throughout an investigation. The LADO will provide advice and guidance to schools when considering allegations against adults working with children. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, local authority children's social care, the school or a combination of these. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's staff.

2. Aims & Parameters: The aim of this policy and set of procedures is to ensure that an allegation of abuse against a member of staff or volunteer is dealt with fairly, quickly and consistently in a way that provides effective protection for the student and at the same time supports the person who is the subject of the allegation. Any person facing an allegation who is suspended will be given a named contact by the school.

This policy is to be used where it is alleged that a teacher or member of staff, including supply staff and volunteers have:

- Behaved in a way that has harmed a student or may have harmed a student
- Possibly committed a criminal offence against or related to a student
- Behaved towards student(s) in a way that indicates she/he would pose a risk of harm to a student.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children (this may include an incident outside of school which did not involve children but could have an impact on their suitability to work with children, for example an incident of domestic abuse).

3. Reports of Allegations: Any allegation against a member of staff, including the DSL, or volunteer should be reported to the Head without delay. In the absence of the Head the report should be made to the Chair of Governors and the police informed in cases of serious harm. If it concerns the Head, the report should be made to the Chair of Governors without informing the Head and the Chair will deal with the matter following the procedures in this policy and can be contacted through the Bursar.

- The Head, or Chair of Governors (hereafter the "case manager") should consider the allegation and if the allegation falls into any of the 4 parameters above, they should then contact the

Local Authority Designated Officer Jo Lloyd at OSCB “LADO Team at lado.safeguardingchildren@oxfordshire.gov.uk

- Any allegation made directly to the police should be reported to the Designated Safeguarding Lead (“DSL”) and the Head by the police liaison officer and the children’s social care services should be informed.
- Any allegation should also be reported to Bloxham School’s Inspectorate (ISI). ISI do not take responsibility themselves for any investigation but may be invited to join a strategy meeting or an initial consideration meeting.

4. Definitions:

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

5. Initial Considerations:

In the first instance, the “case manager” should immediately discuss the allegation with the LADO. The case manager may want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the LADO in order to decide whether police involvement is necessary.

- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. Details of allegations following an investigation that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of the information. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation and should also consider the facts and determine whether any lessons can be learned and if improvements can be made.
- The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. The case manager should provide them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children’s social care services need to be involved, the case manager should not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused.
- Bloxham School must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered.
- If there is a cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with *Working Together to Safeguard Children*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the

police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

- Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.
- In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school staff.
- In other circumstances, such as lack of appropriate resource within the school or college, or the nature or complexity of the allegation will require an independent investigator.

Supporting those involved

- Bloxham School will aim to act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to the school counsellor and/or Palmer Medical centre for advice and support.
- The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.
- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child can be told the outcome in confidence.
- Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.
- In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.
- In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 2018, and GDPR May 2018 the law of confidence and, where relevant, the Human Rights Act 1998.
- Bloxham School will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. This may involve the school in preventing the publication of any material that may lead to the identification of a teacher who has been accused of abusive behaviour.
- The case manager should take advice from the LADO, police and children's social care services to agree the following: (i) who needs to know and, importantly, exactly what information can be shared; (ii) how to manage speculation, leaks and gossip; (iii) what, if any information can

be reasonably given to the wider community to reduce speculation; and (iv) how to manage press interest if and when it should arise.

Managing the situation and exit

- **Resignations and settlement/compromise agreements.** If the accused person resigns, or ceases to provide their services, this does not prevent an allegation being followed up in accordance with DfE (**KCSIE Sept 2022**) guidance. A referral to the DBS and the Teaching Regulation Agency (TRA) *must* be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met no compromise agreement will be offered. Wherever possible the accused should be given a full opportunity to answer any allegation. It is important to reach and record a conclusion wherever possible. A compromise agreement will not be used in cases of refusal to cooperate or resignation before the person's notice period expires.
- **Record keeping.** Details of allegations that are found to have been malicious should be removed from personnel records. For all other allegations, it is important that the following information is kept on the file of the person accused:
 - a clear and comprehensive summary of the allegation,
 - details of how the allegation was followed up and resolved
 - a note of any action taken, decisions reached and the outcome ie substantiated, unfounded or unsubstantiated
 - a copy provided to the person concerned, where agreed by local authority children's social care or the police, and
 - a declaration on whether the information will be referred to in any reference.

the record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.
- **References.** Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.
- **Timescales** All allegations should be investigated in accordance with the school's investigation procedures as a priority to avoid any delay. For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence the case manager should discuss them with the LADO and if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
- **Oversight and monitoring** The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the OSCB on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Suspension

- The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. Suspension will be considered

only in a case where there is a cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. The case manager may wish to seek advice from the LADO. In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the ATL's investigation.

- If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Possible strategies may include temporary redeployment or providing an assistant to be present.
- sent. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.
- If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.
- Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.
- Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Governors of the school.

Information sharing

- In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim. Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process.

Specific actions following a criminal investigation or a prosecution

- The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after a person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision.

Specific actions on conclusion of a case

- If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager whether the school will make a referral to the

DBS for consideration of inclusion on the barred lists; and in the case of a member of teaching staff whether to refer the matter to the ATL to consider prohibiting the individual from teaching. There is a legal requirement for the school to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

- Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that.
- The school will report to the DBS (4th Floor Paternoster House, 65 St Paul's Churchyards, London, EC4M 8AB tel: 020 7618 9888) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children.
- A referral to the ATL will be made in cases where a teacher has been dismissed (or would have been dismissed if they had not resigned) and where a prohibition order may be appropriate (reasons for such an order being “unacceptable professional misconduct” “conduct that may bring the profession into disrepute” or a “conviction at any time, for a relevant offence”).

Specific actions in respect of malicious or unsubstantiated allegations

- If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children’s social care services to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Learning lessons

- At the conclusion of a case in which an allegation *is* substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school’s procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Low level Concerns

Bloxham Low Level concerns policy deals with any concerns (including allegations) which do not meet the harm threshold. The term ‘low-level’ does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging-doubt’ that an adult working in or on behalf of the school may have acted in a way that:

is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

being over friendly with children

having favourites

taking photographs of children on their mobile phone, contrary to school policy

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

humiliating pupils

Bloxham School works at creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. Empowering staff to share any low-level safeguarding concerns, addressing unprofessional behaviour and supporting the individual to correct it at an early stage. Implemented correctly this should encourage an open and transparent culture, enable staff to identify inappropriate, problematic, or concerning behaviour early, minimise the risk of abuse and ensure adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school. This can be achieved by ensuring all staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others. When handling and responding to any such concerns, this will be done sensitively and proportionately when they are raised and help identify any weaknesses in the school's safeguarding system.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding should not be referred to in a reference.

End of Policy and Procedures for Dealing with Safeguarding concerns and allegations made about staff, including supply teachers, volunteers, and contractors. (KCSIE 2023)

Appendix 7

Protocol for dealing with children not collected from school at the end of the school day or school activity.

Introduction: Bloxham school recognises that it has a statutory duty to safeguard and promote the welfare of its students and that this duty extends to having arrangements in place for dealing with children not collected from school at the end of the school day or school activity. This protocol explains those arrangements, which have been agreed with the local authority education services, police and OSCB Oxfordshire Safeguarding Children Board.

The school will endeavour to keep contact details of parents on iSAMS up to date by reminding parents of the need to notify the school of any changes to this information.

The school agrees to care for a student who has not been collected in the school library until such time as he/she is collected by a parent/guardian, or appropriate alternative arrangements are made to ensure the students safety.

The School DSL (Designated Safeguarding Lead) will keep a record of incidents where parents do not collect a student from school, are late in doing so, (for no good reason) or where this is a repeat occurrence. Any student welfare concerns arising out of such incident (s) will be dealt with in accordance with the school's Safeguarding Policy.

In all cases, school should discuss with the parent (s)/guardian(s) at the earliest opportunity in order to address the issues and prevent any further incidents.

If there are three or more such episodes within a six-week period, staff should consider consultation with the LCSS Local Community Assessment Team.

Procedure:

In the event of a student is not collected by a parent or guardian, this will be brought to the attention of the DSL Designated Safeguarding Lead or Deputy Head Pastoral. The DSL or Deputy Head will then make every effort to contact the parent or guardian or named alternative contact as per the students contact details on iSAMS.

If the student has not been collected and no contact has been made with the student's parent(s) or guardian(s) by 7pm (or within 30 minutes of the arrange end of the activity or return to school), the DSL or Deputy Head Pastoral, should telephone the police providing the following information:

- Brief circumstances of the incident
- Students details
- Name(s)
- DoB
- Address
- Gender
- Ethnicity
- Religion

- Language spoken
- SEN/behavioural difficulties/medical needs

Parent/Guardian details

- Name (s)
- Address(s)
- Home/work/mobile telephone number(s)

Any current or previous child protection concerns.

Any previous incidents of not being collected from school.

Major Incidents

If an incident occurs which results in a large number of students not being collected, it may be necessary to accommodate the students in a boarding House until an appropriate adult/guardian/contact is located.

Latest reviewed: 19.04.2024

Next Governors' Review due before: **16.10.2023**