

Bloxham School



7a SAFEGUARDING POLICY

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| ISI | Part 3. Welfare, Health and Safety of Pupils and Other Legislation | |
| NMS (if applicable) | | |
| Policy Owner (SLT) | JHS | |
| Governor Responsible | Lizzie Coles Kemp | |
| Next Gov Annual Review Date | 07.02.2020 | |
| Policy Last Updated | 17.03.2022 | 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

AN IMMEDIATE CHECKLIST OF ACTIONS IF CONCERNED ABOUT A STUDENT

DO:

- refer to JHS as soon as possible within 24hrs. If JHS is not available refer to Head or a Deputy.
- 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 530 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 858496

Deputy DSL Person: Rev Michael Price Deputy Head Pastoral
School phone: 01295 724304
Home phone: 01295 720626
Mobile: 07443540693

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: Lizzie Coles Kemp l.coles-kemp@bloxhamschool.com

Clerk to the Governors and Bursar: Charlie Little bursar@bloxhamschool.com

Assistant Designated Safeguarding Persons (DSP) :

Mrs Christine McCaffrey - cmm@bloxhamschool.com

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 0507666

Emergency Duty Team (EDT) 08450 507666

Local Community Support Service North (LCSS) Jenny Dovey **0345 0507666**

LCSS.North@oxfordshire.gov.uk

Rose Clinic 01865 222969 (FGM)

Kingfisher Team 01865 309196 (CSE)

Banbury Assessment Team Office 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 Switchboard: 01865 741166

Lead Nurse 01865 231342

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 2021)
 - Sexual Violence and Sexual Harassment between children in schools and Colleges (Sept 2021)
 - “Working Together to Safeguard Children” (DofE 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)
 - “What to do if you think a child may be being abused” 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 library and school departments.
 - Prevent duty for schools and childcare providers 2015
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>
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
 - Charity Commission: the Safeguarding Strategy (July 2014)
 - Charity Commission: Safeguarding Children and Young People (July 2014)
 - 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.**
 - Knowing and implementing School policy on Safeguarding and the Code of Conduct. **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 (2021) and this policy.**
 - **Providing a safe environment in which students can learn.**
 - Keeping records of significant conversations and lodging them with the DSL.
 - Staff will aim to record disclosures in writing within 1 hour.
 - All staff can talk to Education Safeguarding Advisory Team (ESAT)
- 4.2 **The Designated Safeguarding Lead is immediately responsible for:**
- promoting good practice throughout the school.
 - ensuring proper training for all staff and for senior pupils and Governors.
 - 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 Child Protection issues in the policy making of the school.
- acting as the “first call” for those who wish to raise a Child Safeguarding 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 and Child Protection Policies
- reporting annually to the Governors on all Child Protection matters.
- ensuring that all students are aware of, and are comfortable with, avenues for raising, reporting and discussing any Child Protection issues.
- refer cases of suspected abuse to ESAT/LADO for further investigation within one working day.
- a full description of the role of the DSL can be found in Appendix 4.

4.3 **The Head is responsible for:**

- maintaining the proper protection of all young people in the school.
- ensuring that all appointments comply with Child Protection & Safer Recruitment policies.
- 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 Child Protection 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 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 Child Protection arrangements annually, and after any serious incident, ensuring that any deficiencies are remedied without delay.
- Ensuring that all complaints are fully and efficiently addressed.
- Receiving allegations against the Head and contacting the LADO.

4.5 **The Local Safeguarding Board (Oxfordshire) (“OSCB”) is responsible for:**

- offering training and guidance to the DSL **with an update at least annually.**
- liaising between school and other agencies in certain cases.

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.

1. 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.

6. PROCEDURES IF THERE ARE CONCERNS ABOUT A STUDENT

6:1 **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.
- 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.

6.2 **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 within 24 hrs.
- Avoid asking leading questions
- 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)

6.3 **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 child protection issues)
- KCSIE 2021 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 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 Deputy 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 in the school 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 DoF 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 suitable adult of their choice.
- In cases where a member of boarding staff is suspended pending an investigation of a child protection nature the member of staff will be relocated away from a boarding house during the investigation.

7. GENERAL SAFEGUARDING PROCEDURES

7.1 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, sisters, 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.

7.2 Safeguarding All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college 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.

7.2 Online Safety

The use of technology has become a significant component to many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm.

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 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.

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.

Missing Children: Bloxham School responds to children who go missing, especially those who do so regularly, in order to identify any risk of abuse, neglect 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.

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 students, the family background, and any matter relating to the students to the 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 when the HsM should be informed at once. If it is the case of suspected late arrival to school. The Deputy Head, 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 Sister. If the student has not registered and Sister has not been contacted, the parents(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, enquire of students who travel on the same transport.

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

- 1. Seek to identify when the student was last seen, by obtaining information from 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;**
- 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 information OSCB should also be given, and the DSL should be consulted.**

7.3 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 locks for doors in all buildings regularly maintained. Lockable lockers 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 Education and Relationships and Sex Education and Health Education which was made compulsory in September 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.

7.4 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 peer-on-peer 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

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

7.6 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.

7.7 Training.

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

- Michael Price, Jacqui Skevington, Matthew Bull and Paul Sanderson update Advance Safeguarding training (6th December 2019)
- Jacqui Skevington attended annual DSL update training (June 2018)
- Jacqui Skevington completed OSCB DSL training (May 2018)
- Jacqui Skevington (March 2018) Michael Price (March 2018) have been trained and approved as trainers by OSCB.
- Jacqui Skevington and Michael Price (April 2016) have received Level 3 Child Protection Training and inter-agency training updates as have the Head (December 2016), Deputy Head Curriculum (December 2016) and the Senior Sister (June 2015). Refresher training will be carried out every year. Sufficient staff are trained in Safe Recruitment processes with 5 year renewal in accordance with OSCB.
- Assistant DSL Simon Thomson (Nov 2018) Christine McCaffrey (May 2018), Robert Dann (May 2019)
- have all received Level 3 Child Protection Training.
- 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 whistle-blowing 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 2021). 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 and 2015. A review and update was given at the start of term to all staff Sept 16. Full staff training from OSCB was conducted Sept 2021.

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 concerning e-safety and online safety.
- Staff induction training also includes introduction to the major school policies including safeguarding, Anti-bullying, Promoting Positive Behaviour, Supervision of Students, First Aid, Security 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 missing in 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 is alerted along with contact with the police if OSCB advise, attendance@oxfordshire.gov.uk; admissions.schools@oxfordshire.gov.uk; ehe@oxfordshire.gov.uk
- 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, guiding principles (section 6&7) and staff/student relationships (section 8).
- Staff are regularly reminded of the potential for pupil on pupil 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 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 now 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 sheet to confirm that they have read and understood the "Information for all school and college Staff" in Keeping Children Safe in Education (Sept 2021), Code of Conduct and Whistle-blowing Policy, complete the home office online prevent training module <https://www.elearning.prevent.homeoffice.gov.uk/screen2> and annual updates. St
- All House Prefects are given Child Protection training on entering the Upper Sixth. All other L6 and each year group of students are given Safeguarding 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.

8. PREVENTION OF HARM TO STUDENTS

8.1 The Gold Standard of Pastoral Care is a cornerstone of Bloxham School practice, and the Common Room has 2 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.

8.2 The designated staff maintain 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.

8.3 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.

8.4 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.

8.5 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.

8.6 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 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.

8.7 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 (Sept 19) 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 CAF, 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.

8.8 Bloxham School seeks to guide staff on appropriate behaviour in relation to physical contact with students. 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 19) 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 4).

8.9 Bloxham School will inform a receiving school if a student with a child protection plan transfers school and send a safeguarding request to schools of incoming students when they join Bloxham. 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.

8.10 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 21). 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 |
| 8. MASH | 0345 0507666 |
| 9. Emergency Duty Team | 08450 507666 |
| 10. 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 2021](#) for more information.

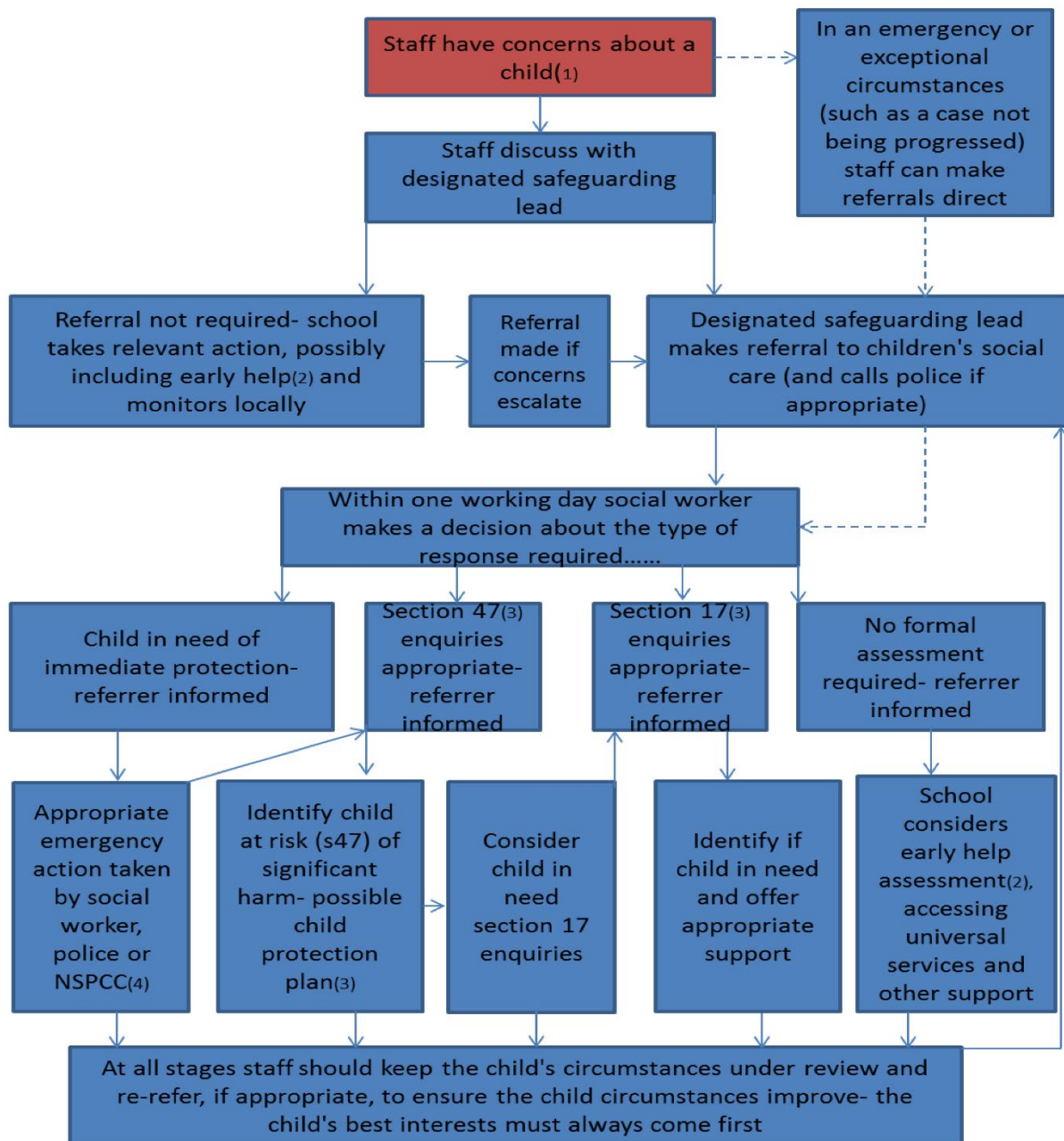
Prevent

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: 20:08:2021

**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 4 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

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 peer on peer 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 not met and this is likely to cause impairment to physical health and development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care results in persistent or severe exposure, through negligence, to circumstances, which endanger the child.

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. Peer on peer abuse

All staff should be aware that children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to);

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a persons clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.

All staff should be clear to the school's policies and procedures with to regards to peer on peer abuse.

6. Sexual violence and sexual harassment

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way.

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 and face to face (both physically and verbally) and are never acceptable. As set out in Part one of KCSIE (2021) all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. 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 (2021), schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, 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 and Sexual Harassment Between Children in Schools and Colleges (2021) contains further detailed information on what sexual violence and sexual harassment constitutes; the context to be aware of, including; what is consent, power imbalances,

and developmental stages, • harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves. It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per Part one KCSIE (2021), if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told. Schools' initial response to a report from a student is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. 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 or their experience minimised.

Staff are made aware that a student is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the student discloses to recognises that the student has placed them in a position of trust. They should be supportive and respectful of the student.

The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children; the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?; if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature); that sexual violence and sexual harassment can take place within intimate personal relationships between peers; are there ongoing risks to the victim, other children, adult students or school staff; and, other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a student, all staff should act in the best interests of the child. In all cases, staff should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

6a. Risk Assessments

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider: the victim, especially their protection and support; whether there may have been other victims, the alleged perpetrator(s); and all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all students and put adequate measures in place to protect them and keep them safe.

Indicators of a child being sexually harassed:

- Sexual comments – this can include telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Physical behaviour may include deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawings of a sexual nature, grabbing another's genitalia or breasts
- Online harassment can include non-consensual sharing of sexual images, unwanted sexual comments and messages, including on social media and sexual exploitation, coercion and threats.

6b. What is sexual violence and sexual harassment?

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 (updates from Aug 2021) 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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could

include forcing someone to strip, touch themselves sexually, or engage in sexual activity with a third party.)

6c. 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. Further information about consent can be found at: Rape Crisis England & Wales - Sexual Consent.

6d. Sexual harassment

When referring to sexual harassment we mean **‘unwanted conduct of a sexual nature’** that can occur online and offline and both inside and outside of schools. 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)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos; (also known as sexting or youth produced sexual imagery) taking and sharing nude photographs if U18’s is a criminal offence.
 - Sharing of unwanted explicit content
 - Sexualised online bullying
 - Upskirting
 - Unwanted sexual comments and messages, including, on social media
 - Sexual exploitation; coercion and threats.

It is important that schools consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture of that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

6e. 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 will face two years in prison. The most serious offenders being placed on the sex offenders register.

6f. Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential, specialist support and advice on HSB is available from the specialist sexual violence sector: [StopItNow - Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

7. 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.

8. 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.

9. Domestic abuse

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, 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;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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 failure to provide for the child's basic emotional needs, which results in having severe effect on the behaviour and development of the child.

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; denied opportunities for exploration, play and socialisation appropriate to their stage of development or encouraged to engage in anti-social behaviour; put in a state of terror or extreme anxiety by the use of threats or practices designed to intimidate them; isolated from normal social experiences, preventing the child from forming friendships. 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 care-givers 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, have an effect on 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. Peer on Peer 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 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

5. 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.

6. Forced Marriage and Honour Based Abuse (FM)

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 Missing from Education

All staff should be aware that children going missing, particularly repeatedly, 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 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
 - Truancing/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

Role of the Designated Safeguarding Lead

Appendix 4b

Role of the Nominated Safeguarding Governor

Background:

The document 'Working Together to Safeguard Children' (September 2019) 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.

² Note in particular that the School's Child Protection and Safeguarding Policy may need to be amended in relation to the Nominated Safeguarding Governor's role in liaising with the Local Authority

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 MGP 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 (CMM) or tutors (RSD) on relevant practices such as What to do when a student goes missing, Security policy, Visitor's 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 and 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 schools 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. <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

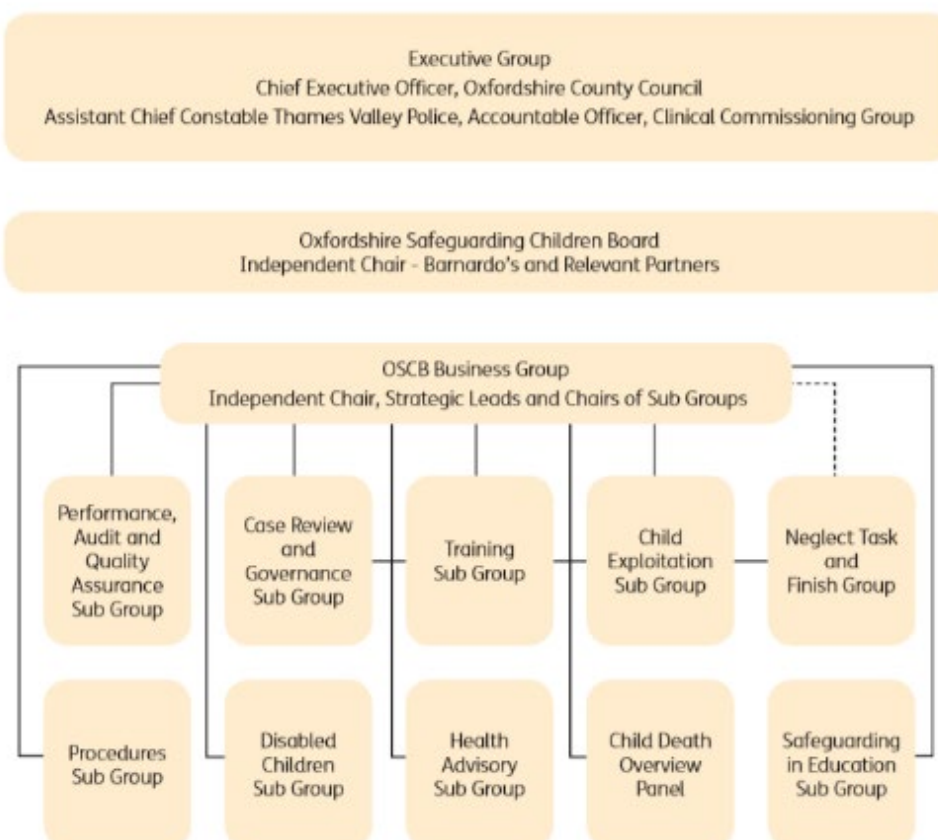
CAFCASS

- Senior Service Manager

Housing Representative

- 2 Voluntary Sector representatives
- 2 Lay Members

Structure Chart



Appendix 6

Policy and Procedures for Dealing with Allegations of Abuse against Teachers and Other Staff

1. Introduction: This policy is based upon the statutory guidance for schools contained in *Keeping Children Safe in Education Sept 2021 Part 4* 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.

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.

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 Chairman 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 3 parameters above he should then contact the Local Authority Designated Team at OSCB 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 in regard to 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. 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.
- 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 2021**) 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 a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. 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 pre
- 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 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.

End of Allegations of Abuse against Teachers and Other Staff policy.

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: **27.08.2021**

Next Governors' Review due before: **13.09.2021 (Safeguarding Governor Review)**

11.11.2021 (Boarding & Pastoral Care Committee Meeting)