



Child Protection and Safeguarding Policy

'Speak Up'

If something does not seem right – say something

The safety and well-being of all pupils at St Edward's School is our highest priority. Each pupil is treated as an individual and the School aims to provide a secure and caring environment so that pupils can learn and undertake educational activities in safety and free from harm.

A 'Speak Up' culture is at the heart of our safeguarding. No concern is considered too small as it could be vital in providing an early indication of a potential issue and in keeping a child safe.

We believe in an open culture in which it is clear that raising concerns is the normal and right thing to do.

It is also essential that we work in partnership with the pupils. Pupils play a major role in keeping themselves and each other safe and are also encouraged to speak up, as well as being educated on how to stay safe and keep others safe.

In order to create the right culture, we emphasise that :-

- safeguarding is everyone's responsibility – and that includes all staff, volunteers, parents, pupils and visitors
- listening to children and to all members of the community is fundamental to safeguarding and is in the best interest of the child
- everyone must have the attitude of 'it could happen here' with regard to safeguarding
- sharing information is crucial in putting together the pieces of the jigsaw

Staff have to take their safeguarding role very seriously. We endeavour to support them through open discussion and training so that they know what to do and are able to give the pupils an excellent education, very mindful of safeguarding, but not in any way hindered by the responsibility.

**The School's Designated Safeguarding Lead is the Deputy Head Pastoral, Rachel Bellamy
Tel 07715 990543, e-mail: bellamy@stedwardsoxford.org**

If a child makes a disclosure, reassure the child and listen carefully to them

Do not investigate, judge or promise confidentiality

Do make brief notes and contact Rachel or one of the Deputies, James Cope or Lisa More O'Ferrall



Promoting Safeguarding and the well-being of pupils

1 Main Aims

1.1 Our main aims are to:-

- establish a safe environment in which pupils can learn and develop;
- ensure the governance of safeguarding and promotion of welfare is fully embedded within the school;
- raise awareness of child protection issues and ensure staff, volunteers and contractors working at the school are fully aware of presenting issues and how to act in the event of concerns being raised;
- ensure staff recruitment practice is safe and fully accords with the requirements of Keeping Children Safe in Education (2020);
- support pupils who are in need of protection or require additional help to achieve good outcomes.

1.2 We recognise the Oxfordshire Safeguarding Children Board (OSCB) emphasis on creating an ongoing culture of vigilance (as shown below) and operate safeguarding procedures in line with the OSCB.



2 The school's responsibility for Safeguarding

- 2.1 Safeguarding and promoting the physical, mental and emotional welfare of children is everyone's responsibility. No single professional can have a full picture of a child's needs and circumstances so everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action whether these be full time teachers, support staff, part time staff, or volunteers on school premises or away from the school on an activity, visit or other educational pursuit.
- 2.2 All staff must be aware of and, when necessary, follow the obligations laid upon them by the 1989 Children's Act and subsequent legislation and guidance, including The Independent Schools Standards Regulations 2015, Working Together to Safeguard Children 2019, Keeping Children Safe in Education (KCSIE) 2020, the Education Act 2002 Section 157 and PREVENT duty guidance (2019). This policy is also in accordance with the procedures of the Oxford Safeguarding Children Board (OSCB) which can be found online at <http://www.oscb.org.uk/> and also refers to <http://schools.oxfordshire.gov.uk/cms/content/safeguarding>
- 2.3 The governing body is accountable for ensuring that the school complies with its legal duties under relevant legislation. They are also responsible for ensuring that the policies are fully implemented in practice and are reviewed for their effectiveness at least annually and that any deficiencies or weaknesses in child protection arrangements are remedied without delay. The nominated Safeguarding Governor is Clare Robertson.
- 2.4 The governing body has appointed a member of the school's senior management team to the role of Designated Safeguarding Lead (DSL). This person is Miss Rachel Bellamy, Deputy Head Pastoral- Mrs Lisa More O'Ferrall and Mr James Cope, act as Deputy DSLs (although the lead responsibility lies with the DSL and is not delegated). The Warden and Sub-Warden will provide advice and support as necessary. A member of staff trained to DSL level is on site during term time and appropriate arrangements made in the holiday to ensure adequate cover is provided. The job descriptions of the DSL and Deputy DSL are detailed in Appendix 2, in accordance with KCSIE, Annex B
- 2.5 The School aims to create an environment within which children feel comfortable and know how to discuss safeguarding matters within a culture of strong pastoral support. The PSHE programme will promote the welfare and safeguarding of children and this is delivered in lessons, via outside speakers and within the boarding houses as well as in Assemblies, Chapel and other gatherings.
- 2.6 Staff recruitment and vetting is part of our ongoing culture of vigilance surrounding safeguarding and the school has a separate Recruitment and Selection Policy and Procedure.
- 2.7 The school will take all practical steps to ensure that the premises are as secure as circumstances permit. Where services or activities are provided by an external organisation using the School's facilities and premises, the School will seek assurance that the client/organisation concerned has appropriate safeguarding and child protection policies and procedures in place

3 Key contact details

St Edward's

Rachel Bellamy DSL	07715 990 543 (Mobile) 01865 319 466 (Work) bellamyr@stedwardsoxford.org
James Cope Deputy DSL	07715 990 540 (Mobile) 01865 319 421 (Work) copej@stedwardsoxford.org
Lisa More O'Ferrall Senior Nurse & Deputy DSL	01865 319 359 moreoferrall@stedwardsoxford.org
Stephen Jones Warden	01865 319 323 jonessci@stedwardsoxford.org
Tony Darby SubWarden	07739 021 643 darbyt@stedwardsoxford.org
Clare Robertson Safeguarding Governor	07952 090 510 robertsonc@stedwardsoxford.org
School Counsellors	01865 319 327 sescounsellors@stedwardsoxford.org
Rev. Ernest Lennon The Chaplain	01865 319 461 lennone@stedwardsoxford.org
Rev Gavin Knight The Independent Listener	07833 251939

Local External Contacts

LADO (Local Area Designated Officer) School Safeguarding Team	01865 810 603
MASH (Multi-Agency Safeguarding Hub) (use 999 for emergency)	0345 050 7666
LCSS (Local & Community Support Service)	0345 241 2705
Children's Social care:	0345 050 7666 Office hours (8.30am-5pm, Monday to Thursday, 8.30am-4pm, Friday): (outside office hrs) 0800 833 408
Kingfisher Team (re Child Sexual Exploitation)	01865 309 196

Other contacts

NSPCC Helpline	08456 404 045
Office of the Children's Commissioner	0800 528 0731
Childline	0800 1111
NSPCC Whistleblowing Helpline	help@nspcc.org.uk 0800 028 0285
Independent School Inspectorate (ISI)	08718 727 800
DBS	0345 609 0009
Teaching Regulation Agency	0207 593 5393

Websites:-

Oxfordshire Safeguarding Children's Board (OSCB)	http://www.oscb.org.uk/
MASH (reporting concerns)	http://www.oscb.org.uk/reporting-concerns/
Keeping Children Safe in Education (KCSIE)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf
Whistleblowing Guidance – Gov	https://www.gov.uk/whistleblowing https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

Designated Safeguarding Leads

James Cope	Lisa More O’Ferrall	Rachel Bellamy
		

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4.1 Induction, training and the promotion of welfare

Before starting work all staff, including temporary staff and volunteers, must sign that they have read and understood the following documents:-

- The School’s Safeguarding Policy
- The Behaviour Policy
- The Code of Conduct
- Part 1 of the KCSIE (2020) - and also Annex A if a school leader or and working directly with children
- The Safeguarding response to Children Missing Education (CME) – details in Appendix 5 of this document

4.2 New members of staff will receive induction training on this policy and expectations for effective safeguarding. They will be introduced to the DSL and his role and given a ‘safeguarding card’ which outlines the procedure all staff must follow if a disclosure is made by a child. The DSL will also emphasise the school’s ‘speak up’ culture at this meeting, the whistleblowing policy (and self-referral process) and aspects of the school’s code of conduct. Time is also allocated for discussion of any aspects of safeguarding which are not clear. Newly appointed governors and volunteers are included in the induction process.

4.3 Staff will also receive Generalist Safeguarding Training in accordance with OSCB guidelines. The DSL and a Deputy are trained by OSCB to deliver this training. This will include awareness of obligations under the PREVENT duty. Staff will also receive an annual safeguarding update. In addition, to this St Edward’s operates a system of more regular updating via termly Inset, e-mail updates and reminders, common room announcements and regular agenda items on meetings in various departments. Staff Inset also includes quizzes and discussion of scenarios in order to facilitate understanding of safeguarding issues.

4.3 The DSLs, Warden and SubWarden, Housemasters and Housemistresses and their Assistants, all Matrons and nurses also undergo PREVENT training on line. The school also has a separate Radicalisation Policy.

- 4.4 The DSLs will receive specialist training every two years, in line with OSCB guidelines, as well as additional training relevant to their role. In addition, the Safeguarding Governor, SubWarden, three additional staff members who are part of the wider safeguarding team and all nurses are trained to specialist level.
- 4.5 Senior Managers and other relevant staff receive Safer Recruitment Training at least every 5 years and every interview panel has a staff member trained in Safer Recruitment
- 4.6 Pupils receive training on safeguarding through the PSHE programme, the boarding houses, assemblies and through general awareness raising by staff. This will include Relationships and Sex Education. A focus is also placed on e-safety <https://www.gov.uk/government/publications/teaching-online-safety-in-schools> and ‘peer on peer abuse’ – both bullying and cyber bullying. Staff also receive training on e-safety and cyberbullying. This is particularly important as work is increasingly completed online.
- 4.7 All lower 6th pupils receive formal child protection training which includes how to contribute to the schools anti-bullying and cyber bullying policies.

5 Listening to Children

- 5.1 It is essential that we listen to and hear the children in our care. We encourage the pupils to ‘speak up’ and report any concerns.
- 5.2 Pupils need to know that there are adults in the school whom they can approach if they are worried, such as house staff, school nurses, counsellors, chaplains and the independent listener. Tutors will also play a key role in listening to children, particularly in individual tutorials. School Prefects, Heads of Houses and Peer Listeners also actively make themselves known to pupils and are trained as listeners and in safeguarding. Posters in house and reminders to pupils throughout the year re-inforce this message
- 5.3 Views of pupils are also sought informally in Houses and more formally via House Councils, School Prefect Meetings with the Warden and Sub Warden and Heads of House meetings with the Deputy Head Pastoral.

6 Identifying abuse - What is abuse and neglect?

- 6.1 Abuse is a form of maltreatment of a child and can be defined as having occurred when a child has suffered significant harm or impairment of health and development by reason of physical violence, sexual interference, emotional pressure or neglect. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.
- 6.2 Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult/adults or child/children.
- 6.3 Details, in line with KCSIE, on types of abuse and neglect are shown in Appendix 3. Possible signs of abuse and neglect are shown in Appendix 4. Staff must also be mindful of specific safeguarding issues including child sexual and child criminal exploitation, peer on peer abuse (bullying and cyber-bullying), mental health problems, female genital mutilation, sexting, upskirting and radicalisation. Further information is available in Appendix 5.

- 6.4 The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children and those with special educational needs may be especially vulnerable to abuse; additional barriers can exist when recognising abuse and neglect in these group of children. These can include: (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; (b) children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and (c) communication barriers and difficulties in overcoming these barriers
- 6.5 Behaviour and 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 and any concerns should be raised with relevant staff
- 6.6 Through their day to day contact with pupils, school staff are well placed to observe any signs that a child may be suffering or is likely to suffer significant harm or is in need of additional support to promote their welfare. As well as listening to children and encouraging them to speak up there are opportunities in the PSHE curriculum for pupils to develop the skills they need to keep themselves safe from harm from other pupils, adults or the internet (the school internet has filters and is monitored by the SubWarden and pupil use of mobile technology is managed). Outside speakers, tutorials, chapel, house based PSHE, House and School assemblies are also used as opportunities to teach children about safeguarding. In these different arena we address broader safeguarding issues such as self-esteem, body image, healthy eating and exercise, pornography, e-safety, sexting, self-harm, drugs, alcohol and smoking.
- 6.7 'Sexting' (youth produced sexual imagery) is a specific safeguarding issue. Any incident involving youth produced sexual imagery should be referred to the DSL as soon as possible. Separate guidelines on the school's response to youth produced sexual imagery are available via the DSL.

7 Reporting Concerns

- 7.1 If a member of staff (including supply staff and volunteers) has a concern that a child may be suffering significant harm, is likely to suffer significant harm or is in need of additional support, then they must liaise, immediately with the DSL, or a Deputy DSL, who will decide whether to make a referral to the MASH or LCSS in accordance with local protocols. Advice may also be sort from the Local Area Designated Officer (LADO) ~~in accordance with local protocols~~. Remember, it is possible for ANY member of staff to refer concerns directly to children's social care, however, where a member of staff makes a referral directly, the DSL should be informed as soon as possible.
- 7.2 If, a child is in immediate danger or is at risk of harm a referral should be made immediately to children's social care at the MASH 0345 050 7666 (080 0833 408 -out of hours) and/or the police (999) and the DSL informed, as soon as possible.
- 7.3 If a child is in need, it may be advised that an early help assessment is more appropriate than referral to children's social care. These children may need additional support. In this case a lead professional such as a teacher, SENCO, GP, Nurse or matron would identify what coordinated support would benefit the child. This early intervention may prevent the needs escalating to a point where a referral to children's social care is needed
- 7.4 Guidance in handling concerns raised by children
- a) Listen to the child
 - b) Limit any questioning to the minimum necessary to seek clarification. Avoid 'leading' the pupil or adult who has approached you. Do not make judgements or make suggestions or ask questions that introduce your own ideas about what may have happened.

- c) Stop asking any more questions as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened
- d) Point out to the informing pupil or adult that you will make sure that the appropriate people are brought in to follow the problem through and ask them if there any steps that they would like to be taken to protect them now that they have made the allegation - but be aware that what they want to happen may not be possible.
- e) Do not promise confidentiality to a pupil who makes an allegation. Whilst acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to any pupil asking for confidentiality that he or she will need to pass on what has been told, to ensure the protection of the child concerned. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know, and the child will know who these people are.
- f) Make a written record as soon as possible of what they have been told, and make a copy of this available to the DSL. A record of concern form (Appendix 1) can be used or your own written account.
- g) Refer the matter immediately, with all relevant details to the DSL

A fear of sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. If in doubt about recording requirements please discuss this with the DSL.

8 Procedure in the event of an allegation against a pupil

- 8.1 Children may be harmed by other children or young people. Children may abuse their peers physically, sexually (via sexual violence or harassment) and emotionally; this will not be tolerated or passed off as ‘banter’ or ‘part of growing up’. Cases of bullying and cyber-bullying can be viewed as an allegation of peer abuse and a bullying incident will be treated as a child protection concern where there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer significant harm’. The school also has an anti-bullying policy and cyber-bullying policy (available on the school website) which cover forms of bullying including sexism, racism, and homophobia.
- 8.2 A pupil against whom an allegation of abuse or harm has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from the LADO on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Children’s Services or the police in relation to the allegations of abuse the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.
- 8.3 The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator so that all children involved will be treated as being “at risk”.

9 Procedure in the event of an allegation against teachers and other staff

- 9.1 Where it is alleged that a member of staff or volunteer has behaved in a way that has harmed a child, may pose a threat to children or possibly committed a criminal offence against a child the matter must be reported immediately to the DSL who must also keep the Warden informed.
- 9.2 If a child is in immediate danger or is at risk of harm a referral should be made to children's social care (MASH 0345 050 766) and/or the police (999) immediately. Remember, it is possible for ANY member of staff to refer concerns directly to children's social care, however, where a member of staff makes a referral directly, s/he should inform the DSL as soon as possible thereafter.
- 9.3 An allegation against the DSL should be notified to the Warden. An allegation against the Warden should be reported directly to the Safeguarding Governor or the Chair of Governors, without notifying the Warden first. An allegation against a Governor should be reported to the DSL, or the Safeguarding Governor or the Chair of Governors.
- 9.4 Unless the allegation is demonstrably false, the Warden or the DSL will, as soon as possible and at least within one working day, contact the LADO to discuss the concerns. All allegations should be referred to the LADO for advice before any investigation takes place. In borderline cases the initial discussions can be held informally and as a 'no-names consultation', if appropriate. This is particularly important in determining if a child is at risk or in need. In the case of serious harm the police will be informed from the outset.
- 9.5 The LADO, in conjunction with children's services and/or the police will then confirm the arrangements for investigating the issues raised. The school will fully comply with these arrangements including maintaining appropriate levels of confidentiality.
- 9.6 It is not a requirement that parental consent is sought before allegations are reported to the LADO. However, the School will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and on these occasions the DSL will make contact with the parent to communicate a concern, suspicion or disclosure.
- 9.7 Pending a full investigation, the member of staff may be suspended from duty although in no way is this an admission of impropriety. In cases where a member of the boarding community is suspended pending a full investigation, alternative accommodation will be arranged away from children. Staff may also face disciplinary action where, after investigation, serious concerns remain, even though external agencies may have decided that they are not able to proceed any further with the case.
- 9.8 The school has a duty of care to all staff and volunteers and will act to manage and minimise the stress inherent in the allegations process. Support for the individual against whom the allegation is made will be provided
- 9.9 Disclosure and Barring Service. There is a legal requirement for employers 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.
- 9.10 If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the DBS will be made as soon as possible if the criteria are met, as per the guidance published by the DBS.

- 9.11 If the accused person resigns or ceases to provide his/her services, this will not prevent child protection allegations being followed up in accordance with this policy and the statutory guidance. The DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.
- 9.12 Where a teacher is dismissed (or would have been dismissed had he/she not resigned) for misconduct, separate consideration will be given as to whether to make a referral to the Teaching Regulation Agency (TRA), as per the guidance published by the TRA. The reasons for the TRA to consider whether a prohibition order might be appropriate are: ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’.
- 9.13 There will be incidents where the School will need to refer to both the DBS and the TRA and their published guidance will be followed.

10 Whistleblowing Policy

- 10.1 All staff are required to report any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Such reports should be made to the Warden or the DSL on the understanding that there will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. The school will take seriously all concerns raised. Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, they should make a direct referral to the Children’s Services (0345 050 7666).

General advice on whistleblowing can be found at <https://www.gov.uk/whistleblowing> or the NSPCC helpline 0800 028 0285 or help@nspcc.org.uk or <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

- 10.2 The school also has a separate Whistleblowing Policy available on the intranet
- 10.3 Whilst every effort is made to ensure that the School’s practices and policies do not put children at risk, there may exist matters that have been overlooked, or new situations which have developed, that need challenging on safeguarding grounds. All staff are thus asked to ‘speak up’ whenever they see something which might have been overlooked or, to them, does not seem to be good practise. Similarly, where difficult situations arise, staff are encouraged to ‘self-refer’ if they were unsure how to manage a situation. This is part of our very open culture with respect to safeguarding and is part of staff training and induction.

11. Safeguarding specific to Boarding

- 11.1 Children can be particularly vulnerable in residential settings and boarding staff should be alert to the potential for peer abuse. Additional induction and refresher training is provided to boarding staff to ensure appropriate provision for responding to these issues.
- 11.2 The arrangements for boarding take full account of the National Minimum Standards for boarding which, along with boarding house risk assessments are reviewed by house staff and the Health and Safety office.
- 11.3 Particular care must be taken to ensure pupils are safe within their boarding house. The school has a separate policy on ‘Supervision of ancillary, contract ‘unchecked’ staff and procedure for access to School site by visitors’ as well as a policy on parents visiting boarding houses which is

made available to parents on the website. Pupils are also educated on and reminded of their role in maintaining the safety of their house.

12. Safeguarding specific to Covid 19 and remote learning

12.1 In the event of the school needing to teach pupils remotely, the same safeguarding standards apply. Furthermore, the school has additional policies in the event of a pupil, group of pupils or the whole school needing to be educated off site. These policies are found on the school intranet <https://dashboard.stedwardsoxford.org/academic-admin/virtual-teddies---teaching-and-learning/policies-for-remote-learning>

12.2 During or after a period of remote learning additional support for all pupils, but especially those more vulnerable, may be needed. There may be pupils who:-

- have anxieties related to the virus
- have found the period at home hard to manage
- may make safeguarding disclosures after returning to school
- may have lost family members to the virus
- may struggle with transitioning into a new educational phase.

It is important that pupils are able to:-

- develop coping skills and self-care techniques
- to talk about their current feelings and experiences during the outbreak
- have one-to-one conversations with trusted adults, if needed.

13. Recruitment and Selection Policy and Procedure

13.1 The aims of the School's recruitment policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equitably and consistently;
- to ensure that no job applicant is treated unfairly on any grounds including age, sex or sexual orientation, marital or civil partner status, disability, race, colour, nationality, ethnic or national origin, religion or religious belief;
- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the DfE, KCSIE and the code of practice published by the DBS and to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

13.2 The School's full Recruitment and selection Policy is available on the intranet or via the HR department elfordc@stedwardsoxford.org

Appendix 1

Record of Concern Form

This form is used by the DSLs to record concerns. If you have a concerns you may want to see the DSL directly or may want to fill in the nature of the concern and then take it to the DSL

Name of child	Year
Date	
Nature of Concern What prompted this record? (Please include dates, times, incidents, behaviours)	
Background Information that could explain child's behaviour	
Does the concern fall into one of the following categories?	
Neglect <input type="checkbox"/>	Sexual Abuse <input type="checkbox"/>
Physical Abuse <input type="checkbox"/>	Emotional Abuse <input type="checkbox"/>
Signed _____ (Member of staff)	Signed _____ (Designated member of staff for children protection)
Has this information been passed to any other agencies? (Please give details) If not, please record reasons why	

Appendix 2: Role of the Designated Safeguarding Lead (DSL) and any deputies (DDSL)

The DSL will be a part of the Senior Management team.

The broad areas of responsibility for the DSL are to:-

Refer all cases of suspected abuse to the local authority children's social care and:

- the LADO for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (DBS) (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- Liaise with the Warden to inform him issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- refer cases to the Channel programme where there is a radicalisation concern (and give support to staff who make referrals)

The DSL should receive appropriate training carried out every two years (and in addition to the formal training set out above, their knowledge and skills should be updated at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role) so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to, with the assistance of a designated Deputy, be alert to the need for the e-safety of pupils
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation (the DSL should also undertake Prevent awareness training)
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The DSL should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the OSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Children missing from Education

The DSL should:

- where children leave the School ensure their child protection file is copied for any new school or college as soon as possible (but transferred separately from the main pupil file) and ensure confirmation of receipt is obtained
- follow DfE and OSCB guidelines on reporting to the LEA children who are missing from education and who move school at times other than the end of year 11 or 13

A member of staff trained to DSL level will be on site during term time and appropriate arrangements made in the holiday to ensure adequate cover is provided.

Deputy Designated Safeguarding Leads (DDSL)

Deputies are trained to the same standard as the DSL. The activities of the DSL can be delegated to deputies but the ultimate lead responsibility for child protection remains with the DSL and this lead responsibility is not delegated.

The role of the Deputy Designated Safeguarding lead (DDSL)

The DDSL

- The DDSL will be fully conversant with the role and expectations of the DSL and will be available to support the DSL and other staff and volunteers and pupils in whatever capacity is required. However, the lead responsibility lies with the DSL and is not delegated
- The DDSL will have the knowledge and skill to perform the duties of the DSL when requested and will attend training in line with local authority requirements at least every two years.
- The DDSL will support the DSL in ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and also help deliver induction, training and updates.
- In the absence of the DSL the DDSL will be responsible for dealing with all matters pertaining to safeguarding and will follow the school procedures accurately

Appendix 3 Types of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Other non-contact activities include image-based activities such as 'upskirting' and sexual harassment. Harassment may be in the form of sexual comments, remarks or jokes- either stand alone or part of a broader pattern of abuse. Sexual abuse can take place wholly online, or technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4 – Signs of abuse and neglect

All staff should be familiar with signs of abuse and neglect and remember, please speak up *‘if you see something or sense something then you should say something’*

Initial and minor concerns may be made to the HM/AHM or Matron and may be along the lines of ‘it may be nothing but I just noticed that...’ Such information can be crucial in putting together the bigger picture around a child.

A child may be experiencing abuse if he or she is:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly “put down,” insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn’t seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour or circumstances that worry you. Abuse is always wrong and it is never the young person’s fault. Signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs.

Signs that early help may be needed:-

Any child may benefit from early help, but early help may be particularly needed for a child who:

- is disabled and has specific additional needs;
- 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 misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Appendix 5: Specific safeguarding issues

Annex A of the KCSIE contains important additional information about specific forms of abuse and safeguarding issues.

The Safeguarding response to children missing from education (CME)

A Child Missing Education may be a vital warning sign of a range of safeguarding possibilities. These may include abuse and neglect (including sexual or criminal abuse or exploitation) or indicate mental health problems or travelling to conflict zones and radicalization. We acknowledge that early intervention is necessary to identify the existence of any underlying safeguarding risk. Our procedures for dealing with children that go missing from education are based on DfE and OSCB guidelines. Staff are also made aware of these procedures at induction.

Attendance at school and any permissions for leave from school are managed through the Pupil Attendance Policy (available on the school intranet and monitored by the SubWarden). We make every attempt to obtain more than one emergency contact number for each child registered at the school to ensure we are able to contact a responsible adult when a welfare and/or safeguarding concern is identified. We ensure that we inform the local authority when removing a child from the school role at non-standard transition points in line with the DfE guidance on Children Missing Education.

The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Criminal Exploitation (CCE)

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

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or

young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. At St Edward's the DSL will receive training on FGM and female HM/AHM/Matrons and Health Centre staff will be made aware of signs to look out for. **Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18 (either through disclosure by the victim or visual evidence), there is a statutory duty upon that individual to report it to the police. In an emergency staff should contact the police on 999, in a non-emergency use the MASH on 0345 050 7666.** Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of

radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

The School must pay 'due regard' (place an appropriate amount of weight on) the need to prevent people being drawn into terrorism. This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- The School will (separate to this policy) assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. A policy is in place for protecting children at risk of radicalisation. The School also has a policy on how to promote British Values as part of its Prevent strategy.
- The DSL will inform the Warden and Governing body of arrangements in place and ensure that the school's safeguarding arrangements take into account the policies and procedures of the Oxfordshire Safeguarding Children Board (OSCBs).
- The director of IT will ensure suitable filtering is in place and the Sub-Warden will have overall responsibility for monitoring internet usage. Prevent issues will also be part of the pupil's more general online safety training.

Staff should treat Radicalisation as a safeguarding issue and report concerns to a DSL. In an emergency staff should contact the police on 999.

Channel

The DSL will inform teachers about the Channel programme and when it is appropriate to make a referral. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence and sexual harassment can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Some groups are potentially more at risk i.e girls, children with SEND and LGBT children. Pupils must be clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up, "banter", "just having a laugh" or "boys being boys"

Behaviours (potentially criminal in nature) must be challenged, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence refers to violence under the Sexual Offences Act 2003 which includes rape, assault by penetration and sexual assault.

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment.
- upskirting.

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

As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Peer on peer abuse

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (youth produced sexual imagery)
- upskirting
- initiation/hazing types violence and rituals

Peer on peer abuse is not tolerated at the school and the schools anti-bullying and cyber-bullying policies are on the school website. These are also discussed in teacher induction and regularly in school. As a boarding school we are particularly alert to inappropriate pupil relationships and the potential for peer on peer abuse

Contextual safeguarding

Safeguarding incidents can be associated with factors outside the school and/or between children outside of school. When managing such incidents, the context within which the behaviours occur should be considered

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> schools and colleges Schools and colleges can also access broad government guidance via the GOV.UK website:

- **bullying (including cyberbullying)**
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- **children missing from education (or from home or care)– see also below**
<https://www.gov.uk/government/publications/children-missing-education>
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- **child sexual exploitation (CSE) – see also below**
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- **child drug exploitation**
<https://yjresourcehub.uk/yjb-effective-practice/the-research-community/item/635-child-drug-exploitation-a-tool-box-for-building-resilience.html>
- **domestic violence**
<https://www.gov.uk/guidance/domestic-violence-and-abuse>
- **drugs**
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- **fabricated or induced illness**
- <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- **faith abuse**
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- **female genital mutilation (FGM) – see also below**
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- **forced marriage**
<https://www.gov.uk/guidance/forced-marriage>
- **gangs and youth violence**
<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- **gender-based violence/violence against women and girls (VAWG)**
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- **hate**
<http://educateagainsthate.com/>
- **mental health**
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- **missing children and adults strategy**
<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- **private fostering**
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- **preventing radicalisation (see also below)**

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

- **teenage relationship abuse**
<https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- **sexting**
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- **trafficking**
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- **upskirting** - i.e taking a picture under a person's clothing without them knowing. This is now a criminal offence
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- **serious violence and gangs**
Indicators which may signal children are at risk from or are involved with serious crime may include increased absence from school, a change in friendships, relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injury, or unexplained gifts that could be associated with criminal networks or gangs
<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>