# Stoke Row CE School

## Safeguarding and Child Protection Policy (inc. Missing Pupils)

**Document Approval Record**

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| Committee | Finance, Health & Safety |
| Chair of Committee | Kerrie Blaker |
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FGB Approval:

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| Headteacher | Charlotte Harris |
| Chair of Governors | David Lowe |
| Approval Date | 5th October 2018 |

These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

## Contents

# 1    Part 1

## 1.1    Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- "Keeping Children Safe in Education" 2016
- "Working Together to Safeguard Children" 2015
- "Framework for the Assessment of Children in Need and their Families" 2000
- "What to do if you are worried a Child is being Abused" 2015
- Oxfordshire Safeguarding Children Board guidelines
- "Children missing education" 2016

The Governing Body takes seriously its responsibility under section 11 of the Children Act and duties under "working together" to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

We recognise that all staff and governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all staff, governor and volunteers working in our school.

This policy has been written in line with Keeping Children Safe In Education 2016.

All staff will sign to confirm they have read and understood this policy.

## *1.2   Terminology*

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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

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

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

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

- **DSL:** Designated Safeguarding Lead

## *1.3   Aims*

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

- To ensure consistent good practice across the school

- To demonstrate the school's commitment with regard to safeguarding children

## 1.4    The role of school staff

Our school staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- **All our** school staff have a responsibility to provide a safe environment in which children can learn.

- Our school has a designated safeguarding lead who will provide support our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

- All our staff will be equipped to identify children who may benefit from early help. Staff know in the first instance to discuss their concerns with the designated safeguarding lead, and understand they may be required to support other agencies and professionals in assessments for early help.

- The Teachers' standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

## 1.5    What school staff need to know

- All our staff members are aware of the systems within our school/college which support safeguarding, these are explained to them as part of their induction and include:

  o  This child protection and safeguarding policy
  o  The staff code of conduct (sometimes called staff behaviour policy)
  o  The role of the designated lead
  o  Keeping children safe in education part 1
  o  Whistleblowing policy
  o  Managing allegations about staff or volunteers
  o  What to do if they have a concern about a child

- **All** staff members receive appropriate safeguarding and child protection training which is updated at least every 3 years. In addition to this training **all** staff members receive safeguarding and child protection updates,

when required but at least annually, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively.

- **All** staff are made aware of the early help process, and understand their role in this. This includes staff being able to identify emerging problems, liaising with our designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment.

- **All** staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989, they also understand the role that may have to play in such assessments.

- **All** staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals

- Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child


## 1.6 What school staff should look out for

- **All** school staff members are aware of the signs of abuse and neglect so they are able to identify children who may be in need of help or protection (see part 2 of this policy for the definitions)

- Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

- Staff members at our school are advised to maintain an attitude at all times of **"it could happen here"** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

## 1.7 What school staff should do if they have concerns about a child

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Oxfordshire Safeguarding Children Board. http://www.oscb.org.uk/

- If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible.

- If after a referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

- If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

## 1.8 What schools staff should do if a child in in danger or at risk of harm

- **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made

by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

## 1.9    What school staff should do if they have concerns about another staff member

- If our staff members have concerns about another staff member then this must be referred to the headteacher. Where there are concerns about the headteacher this should be referred to the chair of governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part 2 of this guidance.

## 1.10   What school staff should do if they have concerns about safeguarding practices within the school

- All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.

- Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

  - General guidance can be found at- https://www.gov.uk/whistleblowing

  - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

# 2    Part 2

## *2.1    Key personnel at our school:*

The **designated senior person** for child protection in this school is:

Charlotte Harris

**The deputy designated person** in this school is:

Rachel Doe

The **nominated child protection governor** for this school is:

Sophie Bowman

## *2.2    Roles and responsibilities*

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school ensures that the designated safeguarding lead or a deputy will be on site at all times that the school is functioning.

**The governing body**

The Governing Body of Stoke Row CE Primary School undertake the regular review of safeguarding related policies and procedures that operate in our school.

The governing Body/Proprietor have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements

Our Governing body ensure that:

- A DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken the approved LSCB training in inter-agency working, in addition to basic child protection training

- Child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request

- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher

- Safer recruitment procedures that include the requirement for appropriate checks in line with national guidance

- A training strategy that ensures all staff, including the head teacher, receive child protection training, with refresher training at three-yearly intervals. The DSL should receive refresher training at two-yearly intervals

- Regular update sessions for staff regarding safeguarding. Keeping staff up to date with any changes and ensuring that safeguarding remains a priority within the setting

- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

- The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher. An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.

**The head teacher:**

- Ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff

- Allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings

- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the school's whistle blowing procedures

- Ensures that child's safety and welfare is addressed through the curriculum.

**The school has ensured that the DSL:**

- Is appropriately trained.

- Acts as a source of support and expertise to the school community

- Has an understanding of OSCB procedures.

- Keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file.

- Refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure.

- Notifies children's social care if a child with a child protection plan is absent for more than two days without explanation

- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed

- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance

- Coordinates the school's contribution to child protection plans.

- Develops effective links with relevant statutory and voluntary agencies

- Ensures that all staff sign to indicate that they have read and understood this policy

- Ensures that the child protection policy is updated annually

- Liaises with the nominated governor and head teacher (where the role is not carried out by the head teacher) as appropriate

- Keeps a record of staff attendance at child protection training

- Provides an annual safeguarding report to governors which is sent to the LADO/Safeguarding team at County Hall no later than the December of the academic year, following the academic year to which the report applies.

- Makes this policy available to parents.

**Deputy DSL(s)**

Is appropriately trained and, in the absence of the designated safeguarding lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

**All staff will:**

Follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at www.OSCB.org.uk ).

We will therefore:

- Implement and follow part 1 of this guidance

- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children.

- Support the child's development in ways that will foster security, confidence and resilience

- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate.

- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. See guidance on record keeping:

  - http://portal.oxfordshire.gov.uk/content/public/CYPF/schools/behaviour_attendance/safeguarding_child_protection/Keeping_Child_Protection_Records.doc

## *2.3    Supporting Children*

- We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of life.

- Promoting a caring, safe and positive environment.

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Notifying Social Care as soon as there is a significant concern.

- Notifying Social Care when a child/young person attending the centre is privately fostered.

- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Person at the pupil's new school immediately.

## 2.4   Confidentiality

- We recognise that all matters relating to child protection are confidential.

- The Designated Person will disclose personal   information about a child or young person to other members of staff on a need to know basis only.

- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

- We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Schools Safeguarding Team or Social Care on this point.

- We will take no names consultations with our local Assessment Teams / MASH team to discuss concerns we may have, but we understand that if they then ask for a name we will disclose those details and it will become a referral.

## 2.5   Supporting Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

- We will support such staff by providing an opportunity to talk through their anxieties with the Designated Person and to seek further support. This could be provided by another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

- In consultation with all staff, we have adopted a code of conduct for staff at our setting. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

- We recognise that our Designated Person(s) should have access to support and appropriate workshops, courses or meetings as organised by the LA.

## 2.6   Early Help

- Everyone working with children and families has a responsibility to identify concerns early, provide help and prevent concerns from escalating.  Early help means providing support as soon as a problem emerges, at any point in a child's life.

- When a child or family is identified as benefiting from early help, a whole family, multi-agency Early Help Assessment (EHA) should be completed by the practitioner identifying the concern.  The EHA should identify what help the child and family require, preventing needs escalating to a point where intervention would be needed via a statutory assessment.

- The current and approved version of the Oxfordshire Threshold of Needs, Early Help Assessment Form and Team around the Family documentation (formerly Team Around the Family (TAF) Plan and CAF) can be found on the Oxfordshire Safeguarding Children Board Themes & Tools website

  http://www.oscb.org.uk/themes-tools/

## 2.7   Allegations against staff

- All staff should take care not to place themselves in a    vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

- We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the centre manager or the most senior member of staff available.

- The manager on all such occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), **before taking any action.**   In our county contact should be made with

  - o  Alison Beasley, Interim Designated Officer (01865 815956),
  - o  Donna Crozier, Assistant Designated Officer (01865 816382).
  - o  LADO team 01865 810603 or
  - o  Lado.safeguardingchildren@oxfordshire.gov.uk

- If the allegation made to a member of staff concerns the manager themselves, the person receiving the allegation will immediately inform the Chair of the governing body who will consult with LADO, without notifying the manger first.

- The school will follow the procedures for managing allegations against staff, as outlined in Keeping Children Safe in Education 2016.

- Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with LADO and HR.

- Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from premises.

- See flowchart Appendix B

## *2.8   Whistleblowing*

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

- See full details in our SR - Whistleblowing policy

## *2.9   Physical Intervention/Positive Handling*

- Our policy on physical intervention/positive handling by staff is set out separately, as part of our SR - Use of Reasonable Force Policy. It complies with LA Guidance, 'The Use of Force to Control or Restrain Pupils' 2010 and DfE guidance Use of Reasonable Force July 2013

- Such events should be recorded and signed by a witness.

- We recommend that staff who are likely to need to use physical intervention should be appropriately trained.

- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## *2.10  Anti-Bullying*

- Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our setting will take seriously any bullying concerns and both investigate and take action to protect pupils where appropriate.

- We will liaise with the anti-bullying co-ordinator from OCC where appropriate http://schools.oxfordshire.gov.uk/cms/content/anti-bullying

- See full details see the SR – Anti-Bullying (inc. Cyber Bullying) Policy.

## 2.11  Health & Safety

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

- See full details in our SR - Health and Safety Policy

## 2.12  Children with Special Educational Needs

At our setting we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

## 2.13  Types of abuse and neglect

**All school and college 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 (e.g. via the internet). 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

## 2.14  Specific safeguarding issues

- **All** staff have an awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- **All** staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse.

   - bullying including cyberbullying
     http://schools.oxfordshire.gov.uk/cms/content/anti-bullying

   - children missing education
     http://schools.oxfordshire.gov.uk/cms/content/pupil-tracking  and Annex

   - child missing from home or care
     https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf

   - child sexual exploitation (CSE) –
     http://www.oscb.org.uk/themes-tools/cse/ and Annex A

   - domestic violence
     http://www.oscb.org.uk/themes-tools/domestic-abuse/

   - drugs
     https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

   - fabricated or induced illness
     https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf

   - faith abuse
     https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf

   - female genital mutilation (FGM)
     http://www.oscb.org.uk/themes-tools/fgm/  and Annex A

- forced marriage and honour based violence
  https://www.gov.uk/guidance/forced-marriage and Annex A

- 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

- online safety
  http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying

- private fostering
  https://intranet.oxfordshire.gov.uk/cms/team-content/private-fostering

- preventing radicalisation –
  http://www.oscb.org.uk/themes-tools/prevent-extremism/ and Annex A

- relationship abuse
  https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

- sexting
  https://www.disrespectnobody.co.uk/sexting/what-is-sexting/
  and Annex A

- trafficking
  https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

APPENDIX A - Annex A contains important additional information about specific forms of abuse and safeguarding issues.

## 2.15  Online safety

At our setting our pupils increasingly work online, we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. As such we ensure appropriate filters and appropriate monitoring systems are in place.

## 2.16  Opportunities to teach safeguarding

In our setting we ensure our pupil are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE).

## 2.17  Allegations of abuse made against other children (peer on peer abuse)

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a child care and protection issue for both children.

Peer on peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse this could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

## 2.18  Dealing with Disclosures

> **If a student asks to speak to you about a problem do not promise confidentiality but explain that it may be necessary to consult a colleague.**

**Receive**

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.  Listen quietly and actively, giving your

undivided attention. Allow silences when needed. Do not show shock or disbelieve but take what is said seriously.

### Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

### React

React to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

Do not criticize the perpetrator; the student may have affection for him/her.

Explain what you will do next – inform designated teacher, keep in contact.

### Record

If possible make brief notes about what they are actually telling you at the time. Keep these notes, however rough they are. If you are unable to make notes at the time write down what was said as soon as you can.

Try to record what was actually said by the student rather than your interpretation of what they are telling you.

Record the date, time, place and any noticeable nonverbal behaviour.

### Report

Report the incident to the designated teacher and do not tell any other adults or students what you have been told.

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**Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.**

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### 2.19   Record Keeping

The designated teachers for child protection are responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order.

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/Keeping_Child_Protection_Records.doc

# 3     Part 3

## 3.1    Children Missing Education

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.  Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

The DfES document "Identifying and Maintaining Contact with Children Missing or at Risk of Going Missing from Education" defines Children Missing Education as:

**"all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more)."**

## 3.2    Oxfordshire County Council Contact Details.

### 3.2.1. Pupil Tracking Officer

Day-to-day responsibility for administration of the Children Missing Education procedure lies with the Pupil Tracking Officer. The Pupil Tracking Officer should be contacted if you know of any child who is not receiving an education, or you know of a child who has gone missing from school, or you want to discuss any concerns about such a situation.

**Alan Blackmore**
**Pupil Tracking Officer**
**Social Inclusion Team**
**Third Floor, County Hall**
**New Road**
**Oxford OX1 1ND**
**Telephone: 01865 810515**

**Email: missing.pupils@oxfordshire.gov.uk**

### 3.2.2. Emergency Contact Details

- You have a serious concern about the safety of a child.
- You think a child is being harmed or at risk of being harmed.
- You are worried that a child is living in circumstances where they are treated badly and not cared for properly.

You MUST contact Children's Social Care on:
Access to Information and Services Team (in office hours): **0845 050 7666**
Emergency Duty Team (outside office hours): **0800 833 408**
Banbury Assessment Team: **01865 816670**
Oxford Assessment Team: **01865 323048**
Abingdon Assessment Team: **01865 897983**

## 3.3    *Stoke Row Primary School Responsibilities*

Stoke Row Primary School's daily responsibilities are listed in **Appendix C**.

Stoke Row Primary School has adopted Oxfordshire County Council procedure for identifying missing pupils, detailed in OCC Missing Education Policy 2013-2016.

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/socialinclusion/ChildrenMissingEducationPolicy.pdf

**Please refer to Appendix D for Stoke Row Procedures.**

Further detailed guidance and forms can be found on the OCC website
http://schools.oxfordshire.gov.uk/cms/content/pupil-tracking

Stoke Row Primary School will notify OCC when a pupil's name is to be removed from the admission register at a non-standard transition point **under any of the fifteen grounds set out in the regulations** (Children missing education September 2016),

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the school's final year – unless the local authority requests for such information to be provided.

When Stoke Row Primary School will notifies OCC that a pupil's name is to be removed from the admission register, we will provide

a. the full name of the pupil;

b. the full name and address of any parent with whom the pupil lives;

c. at least one telephone number of the parent with whom the pupil lives;

d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;

e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and

f. the ground in regulation 8 (Children Missing Education September 2016 Annex A)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

under which the pupil's name is to be removed from the admission register.

Stoke Row Primary school will notify OCC **within five days** when a pupil's name is added to the admission register at a non-standard transition point. We will need provide all the information held within the admission register about the pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless OCC requests for such information to be provided.

## 3.4   *Children Joining Stoke Row School*

If a child joins the school at a non-standard transition point.  Stoke Row School will enquire at the child's previous school if the child has a safeguarding record which we should be made aware of.

# 4   APPENDIX A - Annex A

## Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

## Key Facts about CSE
- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

## Good practice – Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible
- Share information with other agencies and seek advice / refer to Social Care

**Good practice – Organisations**

- Ensure robust safeguarding policies and procedures are in place which cover CSE
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

**Female Genital Mutilation FGM**

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:
- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

**Forced marriages (FM)**

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.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:
- taking someone overseas to force them to marry (whether or not the forced marriage takes place)

- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

**Prevent**

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff  have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school

## **Sexting in schools**

Flowchart for settings

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-FlowchartofConcern.pdf

Information booklet

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-InformationBooklet.pdf
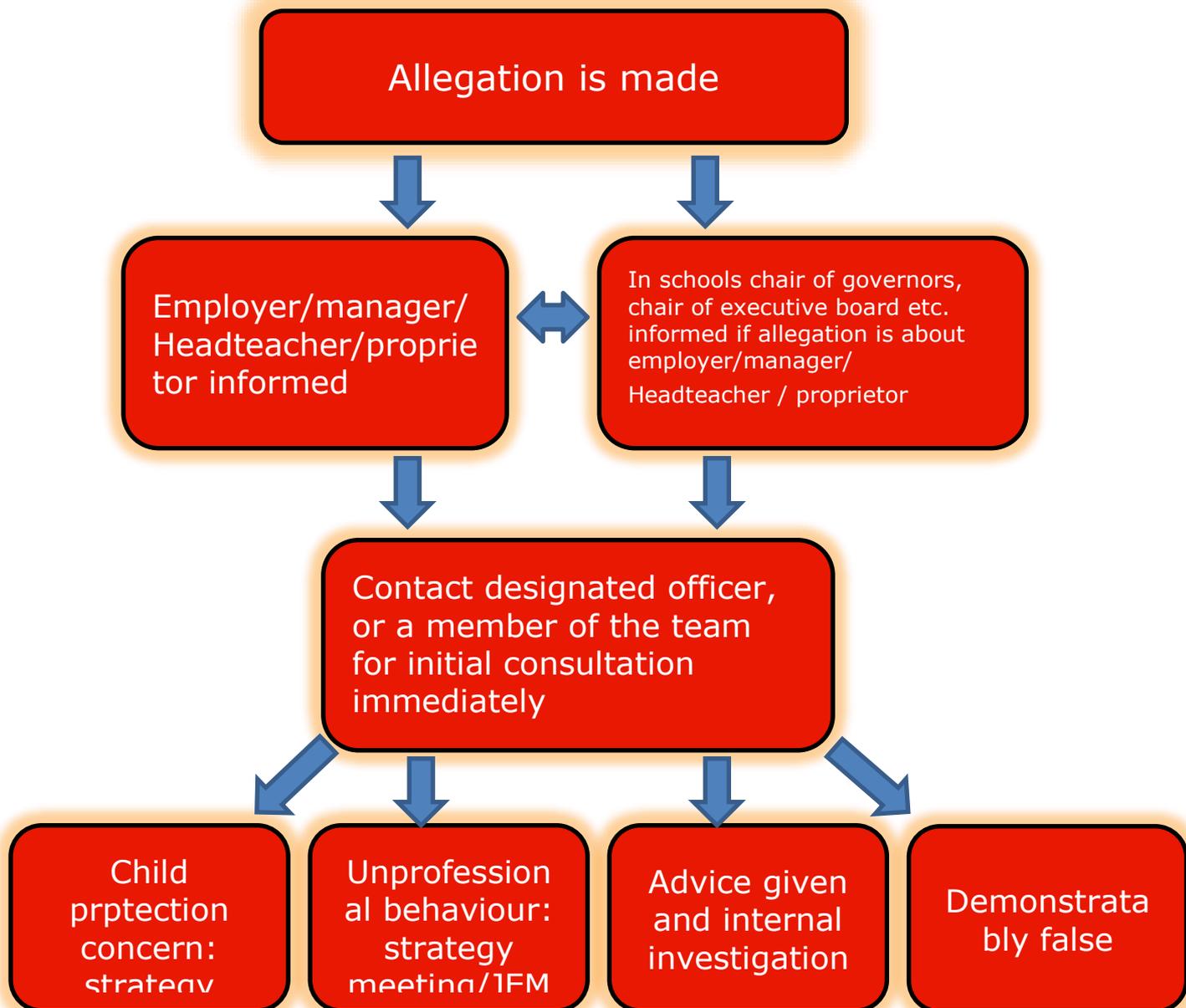
Risk assessment

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/behavioursupportservice/SextinginSchools-RiskAssessment.pdf

## 5    APPENDIX B - Allegation flowchart

If you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:

```
                    ┌─────────────────────────┐
                    │   Allegation is made    │
                    └─────────────────────────┘
                         │              │
                         ▼              ▼
    ┌──────────────────────┐   ┌──────────────────────────┐
    │ Employer/manager/    │◄─►│ In schools chair of      │
    │ Headteacher/proprie  │   │ governors, chair of      │
    │ tor informed         │   │ executive board etc.     │
    │                      │   │ informed if allegation   │
    │                      │   │ is about employer/       │
    │                      │   │ manager/ Headteacher /   │
    │                      │   │ proprietor               │
    └──────────────────────┘   └──────────────────────────┘
              │                           │
              ▼                           ▼
        ┌──────────────────────────────────┐
        │ Contact designated officer,      │
        │ or a member of the team          │
        │ for initial consultation         │
        │ immediately                      │
        └──────────────────────────────────┘
```

| Child prptection concern: strategy | Unprofession al behaviour: strategy meeting/1EM | Advice given and internal investigation | Demonstrata bly false |

Please note JEM: Joint Evaluation Meeting

**Staff have concerns about a child or young person**

referral not required, setting takes relevant action, possibly including early help and monitors in house

referral made in concerns escalate

DSL or (staff member) make referral to social care/police

**Social care makes a decision on how to progress the referral and the type of repsonse required**

Child in need of immediate protection (referrer informed)

Section 47 enquiry (referrer informed)

Section 17 enquiry (referrer informed)

No further action required (referrer informed)

Appropriate emergency action taken by police or social care

Identify child at risk of significant harm, will proceed to initial child protection plan (ICPC)

Identify child in need, offer appropriate support to child and family

Setting consider early help assesment, working with other universal sevices (consider CAF)

At all stages, staff should keep the child's best interest at the forefront of any decisions. the child's circumstances should be kept under review, and re-referrals should be made where arrpropriate.

# 6    APPENDIX C – School's Register Responsibilities

- Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.
- Schools must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.
- Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly   making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.
- Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the *Exclusion from maintained schools, academies and pupil referral units in England* statutory guidance.
- It is important that the school's admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. This will assist both the school and local authority when making enquiries to locate children missing education.
- Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:
  - o  the full name of the parent with whom the pupil will live;
  - o  the new address; and
  - o  the date from when it is expected the pupil will live at this address.
- Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register
  - o  the name of the new school; and
  - o  the date when the pupil first attended or is due to start attending that school.

# 7 APPENDIX D – Missing Child Procedures

These procedures are derived from Section 3 of the OCC Children Missing in Education Policy 2013-2016

7.1 There are several situations in which a child may become missing from education, and the following paragraphs set out the procedure where:

- The school is informed that a child is leaving, but no new school is confirmed within four weeks (paragraph 7.2).
- The school is informed that a child is going abroad, but is not given full details of the child's address and new education provision (paragraph 7.3).
- A child stops attending, or fails to return from holiday, without explanation (paragraph 7.3).
- A child is allocated a place at a school, but there is no contact from the parents/carers, or the child does not start as arranged (paragraph 7.4).
- A child is permanently excluded from school (paragraph 7.5).

**In all cases, a child should not be removed from roll unless his/her new educational provision has been confirmed, or the Pupil Tracking Officer has accepted a referral and has taken over responsibility for tracking the child.**

7.2 When a school is informed that a child is leaving, but there is no contact from a new school within 20 days, the school should complete a referral to the Pupil Tracking Officer using the CME referral form (Appendix 1 in OCC Pupil tracking procedures http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/socialinclusion/ChildrenMissingEducationPolicy.pdf). An earlier referral will be accepted where the school has concerns about whether a school application will be made. Any information the school has obtained about the destination of the family should be supplied. The Pupil Tracking Officer will advise when the child can be removed from the school's roll (it will normally be possible to backdate the removal to the last day of attendance).

7.3 If a child is attending a school in another country, the school here may not receive confirmation that the child has started there. Where a school is informed that a child is going abroad, but does not have full details of new educational provision, a referral should be made to the Pupil Tracking Officer as set out in paragraph 7.2.

7.4 When a child stops attending without explanation, or does not return from holiday at the appropriate time, the school should first attempt to contact the parents/carers in accordance with its attendance policy. On the fourth day of absence, the school will make a referral to the Early Intervention Hub using the Hub referral form (Appendix 2 in OCC Pupil tracking procedures http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/docum

ents/socialinclusion/ChildrenMissingEducationPolicy.pdf ). A home visit will be carried out by Early Intervention staff. If the visit establishes that the family has left the address, Early Intervention staff will refer to the Pupil Tracking Officer who will apply tracking procedures. At the same time, a check will be made with Children Social Care to establish if the family are known. The Pupil Tracking Officer will advise when the child can be removed from the school's roll (it will normally be possible to backdate the removal to the last day of attendance).

If the visit establishes that the child is at the address and not attending school, the attendance procedure will continue to be applied leading to action by the Attendance and Engagement Service if other measures are unsuccessful. Please note that the CME procedures set out in this document apply only when the whereabouts of the child is not known – where a child remains on roll but is failing to attend, attendance and engagement procedures will apply.

7.5 When a child is expected to join a school and does not arrive (e.g. entering into Foundation), the school should initially try to contact the parents/carers by telephone or letter to find out why. If this is not successful, the school should contact the School Admissions Team to establish if the child has been registered elsewhere. If, after 20 days, the child has not been located, the school should complete a referral using the CME referral form (Appendix 1 in OCC Pupil tracking procedures http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/docum ents/socialinclusion/ChildrenMissingEducationPolicy.pdf ).   As a matter of best practice, when the school has determined the location of the child, they will email The Pupil Tracking Officer to advise them.

7.6 When a child is permanently excluded, the school should ensure that the Local Authority is aware so that Social Inclusion procedures can be applied.

7.7 When a child is removed from the school's admission register, the school should indicate the date and the reason for removal from roll. Where the new school is known, this should be indicated, including the new school's seven digit local authority identifier.

7.8 When the new school is unknown and the child is removed from roll in accordance with this procedure, the "Reason for Leaving" on Integris should show "Unknown Destination". The common transfer file should also be completed, and coded XXX XXXX (destination unknown) or MMM MMMM (moved to independent sector or out of England and Wales). It can then be uploaded to S2S in the normal way. These records are securely stored in an area of S2S known as the Lost Pupils Database.

# Pathway for Children Missing Education (if reason for absence not known) – Schools and Early Intervention Service

**DAY 1- 3** School should telephone missing student, family, named contacts to investigate why the pupil is absent from school.

**DAY 4** - If the pupil is still missing and no further information has been obtained, School to complete missing pupil referral form and send to the relevant Hub via Hub team email.

**DAY 5** - The Hub will contact the School's admissions to ensure that the missing pupil is not on role at a new School. If pupil is still deemed missing the case will be allocated to a worker within the Hub. Appropriate enquiries will be made of other agencies, including GP, Police, Community Health etc.

The allocated Hub worker will visit the last known home address within 48 hours. If there is no response a card will be left requesting immediate contact. Additionally, if appropriate, Hub worker will approach neighbours for information

Following the home visit, if parents fail to make contact within 2 working days, the Hub Worker will complete a referral to the Children Missing Education Administrator. **The Hub Worker will also discuss the case with Children's Social Care/Police to agree action and consider if this needs to be viewed as a safeguarding issue.**