



**Owlsmoor Primary School**

**Safeguarding and Child Protection  
Policy**

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## Owlsmoor – ‘Where everyone matters’

### **Inclusive – Determined – Safe – Kind - Respect**

At Owlsmoor Primary School we have a vision where achieving excellence is at the heart of everything we do. Where children are eager to learn and are supported to reach their full potential. Where every individual is recognised for who they are and who they can be, with no limits to their aspirations.

The Owlsmoor curriculum, true to our children and locality, will excite and inspire every single child so that they develop a thirst for learning and curiosity within safe learning spaces. Where they are confident to make mistakes in an environment where children can be children.

Where the whole school community supports and includes all of its members and helps them to grow. Where Owlsmoor Primary School is recognised as a hub of excellence which has a thriving relationship with its community and is the school of choice.

Where children are fully prepared for the next step of their learning journey to become independent global citizens and make a positive contribution to the world

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# 1 Policy Statement

The **purpose** and **scope** of our safeguarding and child protection policy is:

To protect our pupils from harm and provide our pupils, staff, parents/carers, governing body and wider school community with the overarching principles, procedures, and good practice within our child centred and coordinated approach to safeguarding and child protection.

We shall strive to achieve this by addressing current legislation (and any amendments to the same), policies and guidance surrounding the protection of children in England, including but not limited to:

- The statutory guidance 'Working Together to Safeguard Children' (2023) and the DfE Statutory Guidance 'Keeping Children Safe in Education' (KCSIE) 2024.
- Consideration of the Early Years Foundation Statutory Framework
- Berkshire Child Protection procedures are followed in line with Bracknell Forest Safeguarding Board (BFSB) expectations.
- Consideration of the Human Rights Act 1998, The Children Act 1989 (and 2004 amendment), The Equality Act 2010, Public Sector Equality Duty, statutory guidance on the Prevent duty and Female Genital Mutilation (FGM) when making individual decisions about pupils.
- Reflects our whole school approach and commitment to safeguarding and child protection.
- Clear procedures to support safeguarding and child protection.
- The underpinning of other relevant policies including attendance, behaviour, staff code of conduct, online safety, low-level concerns, whistleblowing, and our formal complaints procedure (see appendix C).

We recognise that safeguarding is **everybody's** responsibility in our school and the responsibility we have under section 175 (*Section 157 for Independent Schools and Academies*) of the Education Act 2002 (as amended).

**We believe that** all staff in our school play an important role in identifying concerns early, providing help and support for our pupils, promoting their welfare, and preventing concerns from escalating. We all have a responsibility to support pupils holistically and providing a safe environment in which they can learn.

This policy is publicly available via our website and at reception and is reviewed annually (as a minimum) and will be kept up to date throughout the year, as required.

Signed by Headteacher:



Signed by Chair of Governors: **XX**

## 2 Roles and Responsibilities

All staff (including governors) are required to:

- Be able to identify who the Headteacher, the Designated Safeguarding Lead (DSL), the Safeguarding and Child Protection Governor and the Chair of Governor is.
- Contribute to providing a safe environment where our pupils can learn and flourish.
- Contribute to supporting the pupils' best outcomes.
- Recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult help to protect our pupils.
- Contribute to the preventative and safeguarding education embedded throughout our curriculum.
- Respond in accordance with our zero-tolerance approach to any sexual violence and sexual harassment, and to any indirect or direct discrimination of any kind.
- Be aware of indicators of the different forms of abuse, neglect and exploitation, and any other safeguarding issues that are prevalent at a local, contextual, or national scale at the time, this includes unexplainable and/or persistence absences from education.
- Respond and take action promptly regarding safeguarding and child protection concerns, and in line with the procedures outlined in this policy and local child protection procedures, ensuring good quality and secure record keeping and effective collaboration with other agencies takes place.

All staff who work directly with pupils will read and understand Part 1 and Annex B of KCSIE 2024 guidance. This also applies to the governing body. Staff who do not work directly with pupils will read and understand part 1 or annex A of this guidance. All staff will read and understand our staff code of conduct.

As a school, we will take the lead responsibility for those pupils we place in an Alternative Provision and ensure our approach is in line with Bracknell Forest Councils Alternative Provision Guidance.

The DSL will take lead responsibility for safeguarding and child protection (including online safety and our systems for filtering and monitoring on school devices and school networks to keep pupils safe online). The full responsibilities of the DSL are set out in their job description, but this includes:

- A good understanding of referral processes and threshold criteria, including how our local arrangements at Bracknell Forest Council work (see Appendix D).
- Making sure all staff are aware of how to raise safeguarding concerns.
- Ensuring all staff understand the indicators of child abuse, neglect, and exploitation.
- Acting 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.
- A good understanding of local, contextual, and national safeguarding issues including child-on-child abuse, harmful sexual behaviour and the local response and support available to support all pupils involved in sexual violence and sexual harassment.

- Taking part in strategy discussions and multi-agency meetings, and/or supporting other staff to do so.
- Keeping safeguarding and child protection files up to date.
- Monitoring pupils on the safeguarding list, including those who are receiving Early Help, on a Child Protection (CP) plan, Child in Need (CiN) plan and/or a Child Looked After (CLA).
- Contributing to the assessment of pupils.
- Keeping the headteacher informed of any safeguarding issues arising.

The DSL is supported by the Deputy Designated Safeguarding Lead(s) (DDSL) and the DDSL(s) will fulfil the role of DSL in their absence.

## **The Governing Body**

The governing body fully recognises its responsibilities that they have in keeping pupils safe, this is set out in KCSIE (2024) and in the Governance Guide. In summary this includes:

- The safeguarding policies and procedures in our school are effective and comply with current legislation.
- All staff understand their roles and responsibilities and are able to discharge them.
- The board has sufficient knowledge and capacity to fulfil its safeguarding responsibilities.
- Governors will ensure they have strategic oversight of safeguarding and gain assurances that safeguarding is effective.
- A safeguarding governor is appointed to take leadership responsibility for safeguarding arrangements in their school. Employees of the school, therefore, *should not* take up this role, nor should associate board members.

In addition, our governors will:

- Read and understand KCSIE (2024) in its entirety. This is because the governing board as a whole is responsible for safeguarding, and making sure our policies, procedures and training are compliant. Governors need to be familiar with KCSIE in order to monitor our school effectively and this statutory guidance is updated annually.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness and in line with DfE's filtering and monitoring standards and cyber security standards.
- Ensure an annual report is presented to the full governing body. This will include a section 11 self-assessment audit of safeguarding arrangements for the school.
- Seek assurances the provider regarding keeping children safe in out-of-school settings.

## **Training**

The school will raise staff awareness and incorporate signs of abuse, neglect, exploitation, specific safeguarding issues and online safety, including filtering and monitoring into briefings, staff induction training, and ongoing development training to all staff and

governors. A thorough staff induction will take place for all new staff in line with the requirements of KCSIE, including the completion of safeguarding training, increasing awareness of key policies and the systems we use at school to support effective safeguarding arrangements.

Universal (Level 1) Safeguarding Training for all staff will take place every three years, formally by an external approved provider or using the SSS training suite but safeguarding training and awareness will take place regularly and at least annually throughout the academic year. This will include dissemination of key information from the DSL and DDSL(s), such as from DSL network meetings and briefings. Staff will complete and keep up to date with other key safeguarding training including, Prevent, FGM and Safer Recruitment.

The DSL and DDSL(s) will have undertaken, as a minimum, the 'Targeted (Level 3) Designated Safeguarding Lead Training' by an external approved provider or using the SSS training suite. This will be updated every two years in accordance with guidance. Our governors will complete the Safeguarding for Governors every three years, Prevent and Safer Recruitment training.

### 3 Key Contacts

Role	Name	Contact Details
Designated Safeguarding Lead (DSL)	Simon Cope	01344 776642 <a href="mailto:head@owlsmoorprimary.com">head@owlsmoorprimary.com</a> <a href="mailto:DSL@owlsmoorprimary.com">DSL@owlsmoorprimary.com</a>
Deputy Designated Safeguarding Lead (DDSL)	Laura Warner Beth Sneddon Tine Shepherd Cath Jones	01344 776642 <a href="mailto:DSL@owlsmoorprimary.com">DSL@owlsmoorprimary.com</a>
Members of staff who have also received the Designated Person training	Helen Toal Vicky Judd Georgina Froud	01344 776642
Chair of Governors	Angela Allard	<a href="mailto:aallard@owlsmoorprimary.com">aallard@owlsmoorprimary.com</a>
Nominated Safeguarding and Child Protection Governor	Liam Buggs	<a href="mailto:lbuggs@owlsmoorprimary.com">lbuggs@owlsmoorprimary.com</a>
Special Educational Needs and Disabilities Lead (SENCO)	Beth Sneddon Toni Barton	<a href="mailto:bsneddon@owlsmoorprimary.com">bsneddon@owlsmoorprimary.com</a> <a href="mailto:senco@owlsmoorprimary.com">senco@owlsmoorprimary.com</a>
The Designated Teacher (DT)	Beth Sneddon	<a href="mailto:bsneddon@owlsmoorprimary.com">bsneddon@owlsmoorprimary.com</a>
Local Authority Designated Officer (LADO)	Alison Small	<a href="mailto:lado@bracknell-forest.gov.uk">lado@bracknell-forest.gov.uk</a> 01344 351572
Children's Social Care – for reporting concerns	MASH	<a href="mailto:mash@bracknell-forest.gov.uk">mash@bracknell-forest.gov.uk</a> 01344 352005
	Emergency Duty Service – after hours, weekends and public holidays	01344 351999
Prevent		<a href="mailto:preventreferralsbracknell@thamesvalley.pnn.police.uk">preventreferralsbracknell@thamesvalley.pnn.police.uk</a>  <a href="https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0">https://www.bracknell-forest.gov.uk/crime-and-emergencies/crime-and-community-safety/preventing-violent-extremism-0</a>
Bracknell Forest Safeguarding Board (BFSB)		<a href="#">Bracknell Forest Safeguarding Board</a>
Bracknell Forest Council Education Safeguarding Team		<a href="mailto:safeguarding.ourschools@bracknell-forest.gov.uk">safeguarding.ourschools@bracknell-forest.gov.uk</a> 01344 354078
Virtual School		<a href="mailto:virtual.school@bracknell-forest.gov.uk">virtual.school@bracknell-forest.gov.uk</a> 01344 352777
Make Safe		<a href="mailto:makesafe@bracknell-forest.gov.uk">makesafe@bracknell-forest.gov.uk</a> 01344352020



## 4 Procedures

Our procedures are in accordance with the relevant statutory guidance including:

- KCSIE (2024)
- Working Together to Safeguard Children (2023)
- The Prevent Duty
- The Pan Berkshire Child Protection Procedures
- EYFS Foundation Statutory Framework

To support our safeguarding and child protection procedures the key contacts information on page 8 will be regularly communicated to our pupils, staff, parents/carers, and governors.

Procedures in this policy are supported by other school policies (appendix D) and our approach to safeguarding of “**it could happen here**”. We recognise that some children have an increased risk of abuse and additional barriers and vulnerabilities including SEND children and those with a social worker or those who have had a social worker previously. Our procedures and school ethos are child-centred, and decisions are made in the best interests of the child, as we strive to protect, and raise educational outcomes and aspirations for each child equally regardless of any barriers they may face.

In all cases, if staff are unsure, they should always speak to the DSL, DDSL(s) or headteacher.

In line with the EYFS framework (Section 3, Safeguarding policies and procedures; page 22, section 3.6, bullet point 3: How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting)

- Personal phones are stored in a secure place (lockers) and are not to be used on site unless in the staffroom or a secure office.
- The staff use IPADS to record children’s learning journeys, these are school IPADS and remain on site.
- In EYFS, learning journeys are created using ‘Evidence me’ and are shared with families at the end of each term.
- All families provide the school with photo permissions, only photographs of children with permissions are used in school e.g. newsletters and the website.

Our commitment to safeguarding our pupils and supporting our staff in their safeguarding responsibility applies during the school day, before and after school activities (on or off school site), and when our school facilities are used by another provider, such as a football coach.

Activities directly run under the supervision or management of school staff, the school’s arrangements for safeguarding and child protection as written in this policy apply.

Where services or activities are provided separately by another body, the governing body will seek assurances that the provider concerned meets the requirements of keeping children safe in after-school clubs, community activities and tuition guidance (also referred to as out-of-school settings). This will include making sure that they have appropriate policies and procedures in place for safeguarding children and child protection and that

there are arrangements to liaise with the school on these matters where appropriate. This will be included in a lease/licence or hire agreement, and any failure to comply would lead to termination of the agreement. If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

## **5 Confidentiality and Information Sharing**

We recognise that the Data Protection Act (DPA) 2018 and UK GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe and that timely information sharing is essential to effective safeguarding.

We will ensure that our confidentiality protocols are in line with the following guidance: [For organisations | ICO](#) and [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](#)

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request from a pupil or parents/carers to see child protection records, they will refer the request to the DSL or Headteacher.

We will ensure that the information is only shared on a 'need to know' basis, including Domestic Abuse notifications and Operation Encompass. Operation Encompass supports communication between the Police and School regarding where a child has experienced a domestic abuse incident, ensuring that as a school we are able to put in place support for the child, as appropriate.

### **Record Keeping**

We will keep accurate, written records of all concerns about pupils (noting the date, location, details of the incident), details of how the concern was followed up and resolved, actions taken, the rationale for decision making, decisions reached and the outcome.

We use CPOMS and StaffSafe to store all of our safeguarding and significant behaviour incidents.

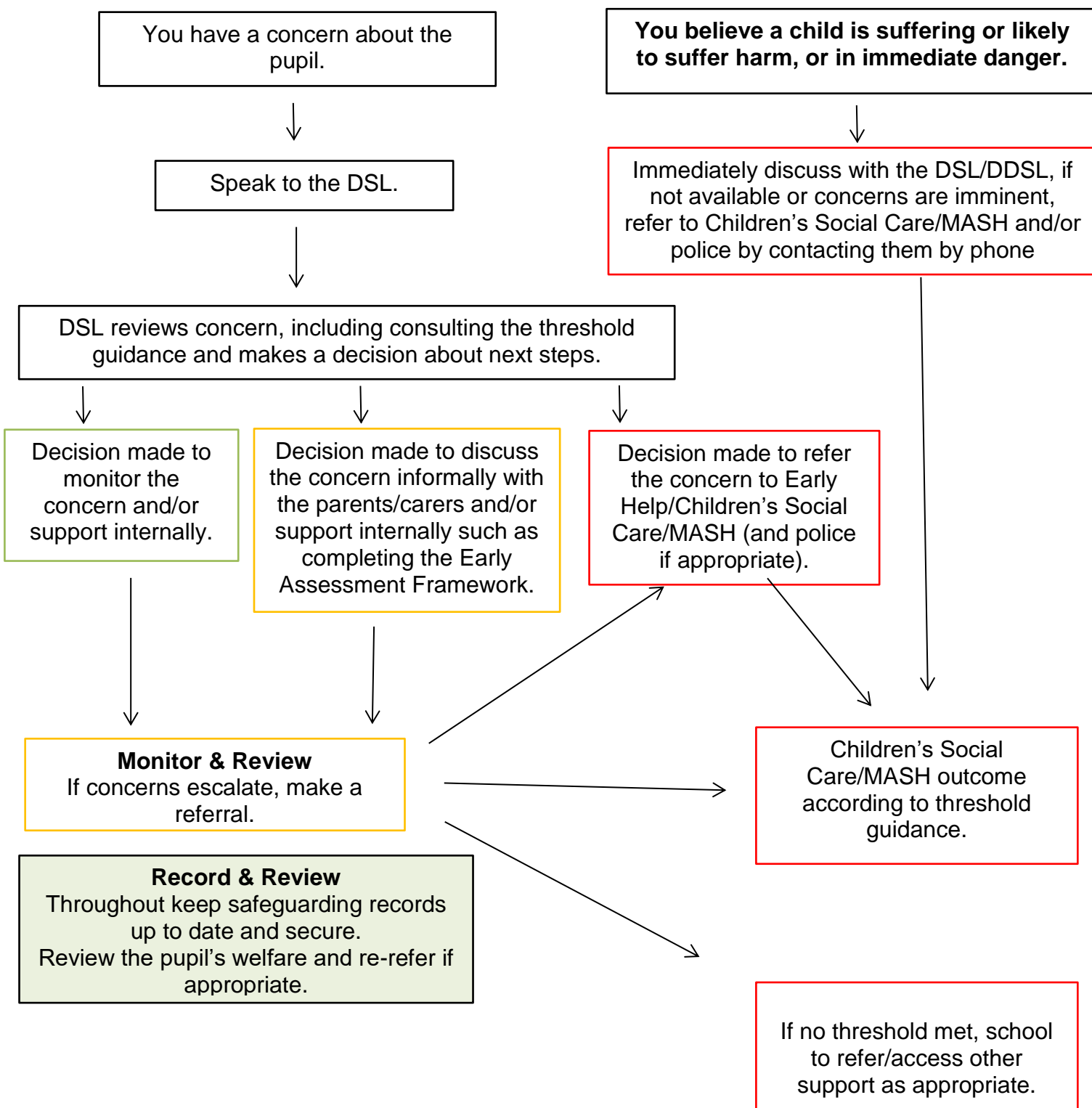
We will ensure concerns and referral records are kept securely, in a separate child protection file for each child. Records will also include a clear and comprehensive summary of the concern(s).

In all cases of sharing information, we take into consideration sharing only the information that is necessary, proportionate for the intended purpose, relevant, adequate, and accurate.

All relevant child protection records are sent to the receiving school or establishment within 5 days for an in-year transfer or within the first 5 days of the start of a new term when a pupil moves schools. These will be sent securely and separately from the main pupil file, and a confirmation receipt will be obtained. These records will include details of all referrals and involvement including as a minimum, from Children's Social Care, the Youth Justice Team, and Early Help (regardless of the outcome of these referrals).

## 6 Procedure for when you are concerned about a pupil

We define safeguarding as: protecting children from maltreatment (including within and outside of the home and online), ensuring they can develop mentally, physically, and socially in a safe environment, further enabling them to have the best outcomes. Staff will take action immediately and appropriately if they have any concerns about a child, providing help and support as soon as problems emerge.



## 7 Procedure for FGM, Preventing Radicalisation and Mental Health

There is an FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). FGM is illegal in the UK and a form of child abuse.

The Prevent Duty (under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015)) requires schools to have due regard to the need to prevent people from becoming terrorists or supporting terrorism, extremist ideology, and racialisation.

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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.

FGM	Radicalisation	Mental Health
<p>If you discover that FGM has taken place, or a pupil is at risk of FGM <b>any teacher must immediately report this to the police.</b> Following this, contact will then be made to Children's Social Care.</p> <p>Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.</p> <p><b>Any other member of staff</b> who discovers that an act of FGM appears to have been carried out they must speak to the DSL and follow our local safeguarding procedure.</p> <p><b>Any member of staff</b> who suspects a pupil is <i>at risk</i> of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.</p>	<p>If there is an immediate threat, call 999.</p> <p>If you have concerns that a pupil may be at risk of radicalisation, discuss this with the DSL immediately.</p> <p>This may then include making a Prevent referral  <a href="mailto:preventreferralsbracknell@thamesvalley.pnn.police.uk">preventreferralsbracknell@thamesvalley.pnn.police.uk</a>.</p> <p>For further information visit <a href="http://Preventing violent extremism   Bracknell Forest Council (bracknell-forest.gov.uk)">Preventing violent extremism   Bracknell Forest Council (bracknell-forest.gov.uk)</a></p> <p>And/or contact <a href="mailto:justin.whitlock@bracknell-forest.gov.uk">justin.whitlock@bracknell-forest.gov.uk</a> for further advice.</p>	<p>If you have a mental health concern about a pupil that is also a safeguarding concern and/or the wider safeguarding concern is further impacting on the pupil's mental health, follow the process on page 11.</p> <p>If you have a mental health concern that is <b>not</b> also a safeguarding concern, speak to the DSL to agree a course of action.</p>

## 8 Child-on-Child Abuse

Our zero-tolerance approach to any form of child-on-child abuse is supported by our pastoral curriculum, PSHE curriculum, behaviour policy and our child-on-child policy.

All staff recognise that children can abuse their peers (both online and offline) including, bullying, abuse in intimate personal relationships between children, physical abuse, sexual abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting, initiation/hazing type violence and rituals.

Children can report abuse confidentially to any member of our staff team. There are also 'Feeling' boxes / Worry monsters in every classroom for children to share any concerns they may have. We also have two Family support advisors (one a qualified play therapist) who work closely with our most vulnerable children and four members of staff who support children through ELSA.

If a concern is raised relating to the nudes/semi nudes, we will respond in accordance with [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

We recognise that some groups are potentially more at risk. Evidence shows that girls, children with special educational needs and disabilities (SEND), and children who are lesbian, gay, bisexual, or questioning their gender are at greater risk. Pupils with SEND or certain health conditions can face additional safeguarding challenges and are 3 times more likely to be abused than their peers and we offer additional support for these pupils, this includes:

- Two Family Support Advisors
- Four members of staff who run ELSA
- Lego Therapy
- Art Therapy
- Outdoor enrichment
- Dog therapy
- Play therapy
- Sensory circuit room
- The Nest (Lunchtime Support)

Safeguarding concerns involving pupils with SEND will require close liaison with the DSL and/or DDSL and the Inclusion Manager / SENCo.

### **Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour**

We will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. We are clear that sexual abuse, violence, and harassment is not acceptable, and will never be tolerated and is not an inevitable part of growing up.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

## **Procedure for child-on-child abuse**

We will follow the procedure on page 11, but we will ensure in all cases:

- The DSL is informed.
- All staff understand and will challenge inappropriate behaviour between children.
- Our response to child-on-child abuse will be immediate and supportive for all involved, and we will work with key agencies if appropriate to mitigate any further risks (such as; parents/carers, Police, Children's Social Care).
- We will reassure victims that they are taken seriously and will be supported and kept safe. A risk assessment if appropriate will be created for all involved.
- You must record the allegation and tell the DSL, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- In liaising with external agencies, the DSL will assess the level of support required for children, ensuring that should targeted provision need to be put in place, this is sought through the recognised referrals. Appropriate in school support will be offered for all students where necessary.
- If applicable, safety plans/risk assessments will be put in place to support, and ensure the safety of, all children.
- If necessary, sanctions will be applied through the school's behaviour procedures.
- Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure however as per section 6, there are cases where his contact will not have taken place prior to a referral and staff should act without delay.
- Where there is a split family, the DSL will endeavour to ensure that all those that hold Parental responsibility are kept informed although if we believe that notifying the parents or carers would increase the risk to the child or the other parent, a referral can be made without doing so we will discuss this with further the local authority children's social care team.
- Other staff will only talk to parents about any such concerns following consultation with the DSL or DDSL.

- In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved however as per section 6, there are cases where his contact will not have taken place prior to a referral. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.
- The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
  - Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
  - Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)
  - The child's wishes will always be taken into account when dealing with a disclosure although in some cases, action may have to be taken against their wishes to ensure that they or others are kept safe.

## 9 Online Safety

Our approach to online safety is based on addressing the four categories of risk:

1. **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism.
2. **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
3. **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
4. **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

### Online Safety Procedure

- If staff have safeguarding concerns linked with online safety and/or filtering and monitoring, they must report these to the DSL promptly.
- This will then be recorded appropriately on CPOMS and online safety and filtering and monitoring log.

Our online safety procedure is further supported by:

- The DSL, SLT, Governors, and IT provider have a lead role in the effectiveness of our filtering and monitoring, but this is supported by our whole school community.
- We have robust processes (including filtering and monitoring systems).
- We protect and educate the whole school community in its responsible and safe use of technology, including mobile and smart technology.
- We set clear guidelines for the use of mobile phones for the whole school community.
- We establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- We regularly reviewing our filtering and monitoring systems (at least annually).
- Meeting the filtering and monitoring standards [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
- Meeting the cyber security standards [Cyber security training for school staff - NCSC.GOV.UK](#). In addition, we will ensure at least one governor has completed the cyber security training.
- Regular staff training (at induction and throughout the year) on online safety, safeguarding issues linked to the online world and filtering and monitoring.
- Regular online safety education for staff, pupils and parents/carers.
- We communicate to our parents/carers on online safety and filtering and monitoring.

## 10 Other important procedures

### Attendance

We will closely monitor the attendance of all our pupils, but specifically those pupils with additional vulnerability factors. We will monitor attendance in a continuum for example, those that are absent from school, those with unexplainable absences and/or those children persistently/severely absent from education.

We will ensure that we follow our attendance policy and procedures set out within this policy. Our attendance policy can be accessed via this link <https://www.owlsmoorprimary.com/attachments/download.asp?file=2718&type=pdf> which is line with [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

We will work closely with Bracknell Forest Education Welfare Service regarding attendance.

When a child is missing from education, the school will follow the procedure as set out in Bracknell Forest Children Missing Education guidance.

For those pupils who have a social worker and/or a youth justice worker, if there are any unauthorised absences, suspensions, or a potential of a permanent exclusion we will inform Children's Social Care and any other professionals, as appropriate.

We will work closely with the Local Authority and ensure that our attendance system (Studybugs) flags suspensions and any potential permanent exclusions for those children on a CiN and/or CP plan.



## Exploitation

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE) are forms of child abuse and if we suspect a pupil is being exploited, we will respond immediately which can include:

- Contacting the Police and/or Children's Social Care
- Completing the exploitation tool and sending this to the Bracknell Forest Make Safe Team (this is accessible via the Make Safe Team and under the 'Downloadable Resources' on the [Safeguarding our Schools Can Do Page](#))

## Critical Incidents, including a child death

In the event of a critical incident, we will take immediate action which will include contacting the Bracknell Forest MASH team, to ensure an appropriate, multi-agency response. If we are aware of a child death (whether expected or unexpected), we will contact the MASH team and respond in line with the [Child Death Overview Panel | Bracknell Forest Council \(bracknell-forest.gov.uk\)](#) and [Child Death Overview Panel - schools bereavement pack \(bracknell-forest.gov.uk\)](#).

## 11 Working Together

We will take an active role and work collaboratively with key agencies regarding child protection, safeguarding, education, welfare, and attendance matters. We will provide written reports at child protection conferences and core groups.

Local key agencies include but not limited to:

- Safeguarding our Schools Team
- Education Welfare Service
- Youth Justice Team
- Bracknell Forest Multi-Agency Safeguarding Hub
- Children's Social Care
- Alternative Provision Providers
- SEMH Inclusion Team
- BFC Special Education Needs Department
- Public Health Team
- Virtual School
- The Make Safe Team
- Police
- LADO
- Child and Adolescent Mental Health Services (CAMHS)

For those pupils who have a social worker and/or youth justice worker, we will notify the Youth Justice Team and/or Children's Social Care if:

- A suspension and/or exclusion is a possible next step.

- If there are unexplainable and/or persistent/severe absences from education, unauthorised absence, or missing education where there are known safeguarding risks.
- There is a change in the pupil's behaviour and/or circumstances that raises safeguarding concerns.
- The provision in place requires review.

The statutory duty of the Virtual School is to promote the educational achievement of Children Looked After (CLA) and Previously Looked After Children (PCLA), including those in kinship care from September 2024. From September 2021 until March 2025 non-statutory guidance has extended the Virtual School Head role to also include strategic leadership in promoting the educational outcomes of the cohort of children with a social worker and those who have or have previously had a social worker (CWSW). The Virtual School role does not involve direct work but provides support to enable all stakeholders to continue to support this cohort.

As a school, we have an appointed Designated Teacher (a senior teaching staff member) and will work collaboratively with the Virtual School to improve the educational outcomes for these pupils by monitoring attendance, progress, and attainment, ensuring the Personal Education Plan's (PEPs) are completed in a timely manner and meetings take place. The DT will act as an advocate for the CLA and PCLA and will also work with partners to raise aspirations for this cohort of children. As a school, we will communicate in a timely manner with the Virtual School regarding any concerns and notify of any suspensions or risk of a permanent exclusion in order to discuss next steps.

As a school will be aware of the requirement for children to have an Appropriate Adult while being questioned or detained by the Police (Police statutory guidance, PACE Code C 2019).

We will follow Resolving Professional Difference of Opinion and Escalation policy as necessary [Resolving Professional Difference of Opinion and Escalation \(proceduresonline.com\)](https://proceduresonline.com) to ensure we can learn and understand the decision-making process of other agencies as well as challenge sensitively to ensure our pupil's welfare and safety is paramount.

### **Communication with Parents/Carers**

When working with parents/carers, our approach will be in line with the four principles set out in the statutory guidance; Working Together to Safeguard Children 2023.

In addition:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection.
- Undertake appropriate discussion with parents/carers, including prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents/carers could increase the risk to the child or exacerbate the situation, advice will be sought from Children's Social Care.

- Regularly communicate key safeguarding education relevant to parents/carers, including how to support their child in being safe at school, in the community and online. We will also make them aware of our filtering and monitoring systems.

## **12 Safer Recruitment, low-Level concerns, and allegations against staff and volunteers (ASV)**

We will operate safer recruitment practices including ensuring appropriate DBS, identity checks and reference checks for all staff and volunteers are undertaken according to the government statutory guidance in part three and part four of KCSIE (2024) and the **Local Authority's Safer Recruitment Toolkit**. Our recruitment procedures aim to deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in our school.

One member of staff on the recruitment panel will have completed Safer Recruitment training and the school will consider digital screening of all potential new staff at the shortlisting stage in accordance with Safer Recruitment protocols.

All allegations against staff and volunteers will be managed confidentially and taken seriously. Where necessary, advice will be sought from both the Local Authority Designated Officer (LADO) and Human Resources.

We will adhere to the School Low Level Concerns policy where there may be a concern regarding a member of staff, supply staff, volunteer, or contractor when:

- The concern may be inconsistent with the staff code of conduct.
- The concern does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The purpose of this low level concerns policy is to embed a culture of openness, trust, and transparency in which the school's values and expected behaviour set out in the staff code of conduct are lived, monitored, and reinforced constantly by all staff.

If we are in any doubt as to whether the information which has been shared about a member of staff conduct, low-level concern or whether this meets the harm threshold, we will consult with Bracknell Forest Council Schools HR Team and the LADO as appropriate.

We will ensure that all staff read and understand our staff code of conduct, low level concerns policies and whistleblowing policy.

All Low-Level concerns are reported to the Headteacher. If the Concern is about the Headteacher the concern is reported to the Chair of Governors. Low-level concerns and allegations against staff will be recorded securely and will be managed confidentially, and on a need-to-know basis only.

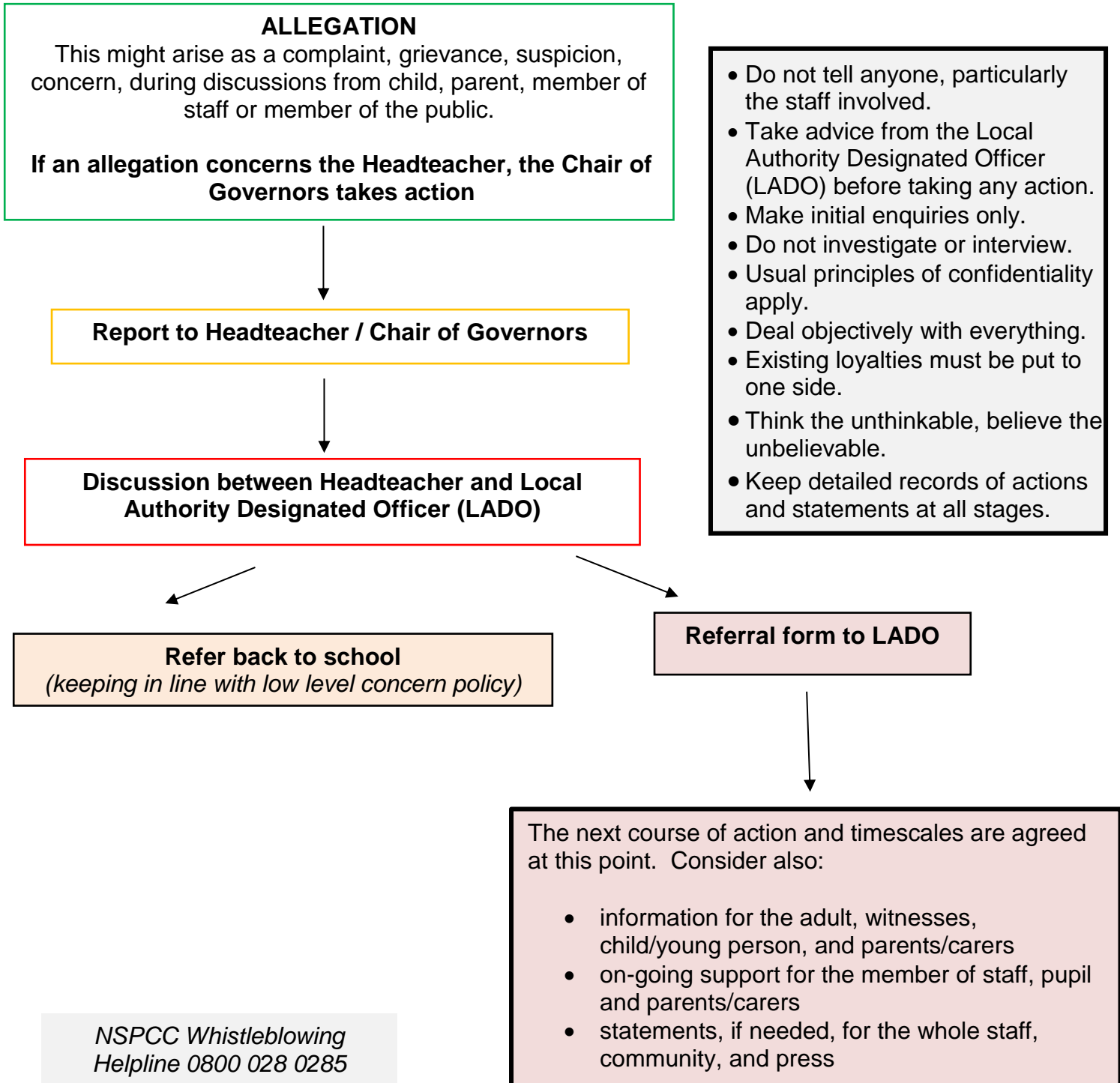
All staff and volunteers will be aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between pupils and adults, is via school devices and platforms only and that communication is transparent and takes place within clear and explicit professional boundaries and are open to scrutiny.

All visitors to the school sign in using our INVENTORY system. Visitors are then given a lanyard for the duration of their visit. If visitors do not have a DBS they are escorted around the building with a member of staff.

# 13 Procedure for managing safeguarding concerns and allegations made about staff, including supply teachers, volunteers, contractors, and out-of-school setting providers

All staff must know how to recognise an allegation and who to report to.



### **Abuse, Neglect and Exploitation (extracted from Keeping Children Safe in Education (2024))**

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

**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 from 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 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. Sexual abuse can take place online, and 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 and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

**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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE):** Forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

**All staff are aware that CCE and CSE are forms of child abuse.**

### **Linked policies (this is not intended to be an exhaustive list):**

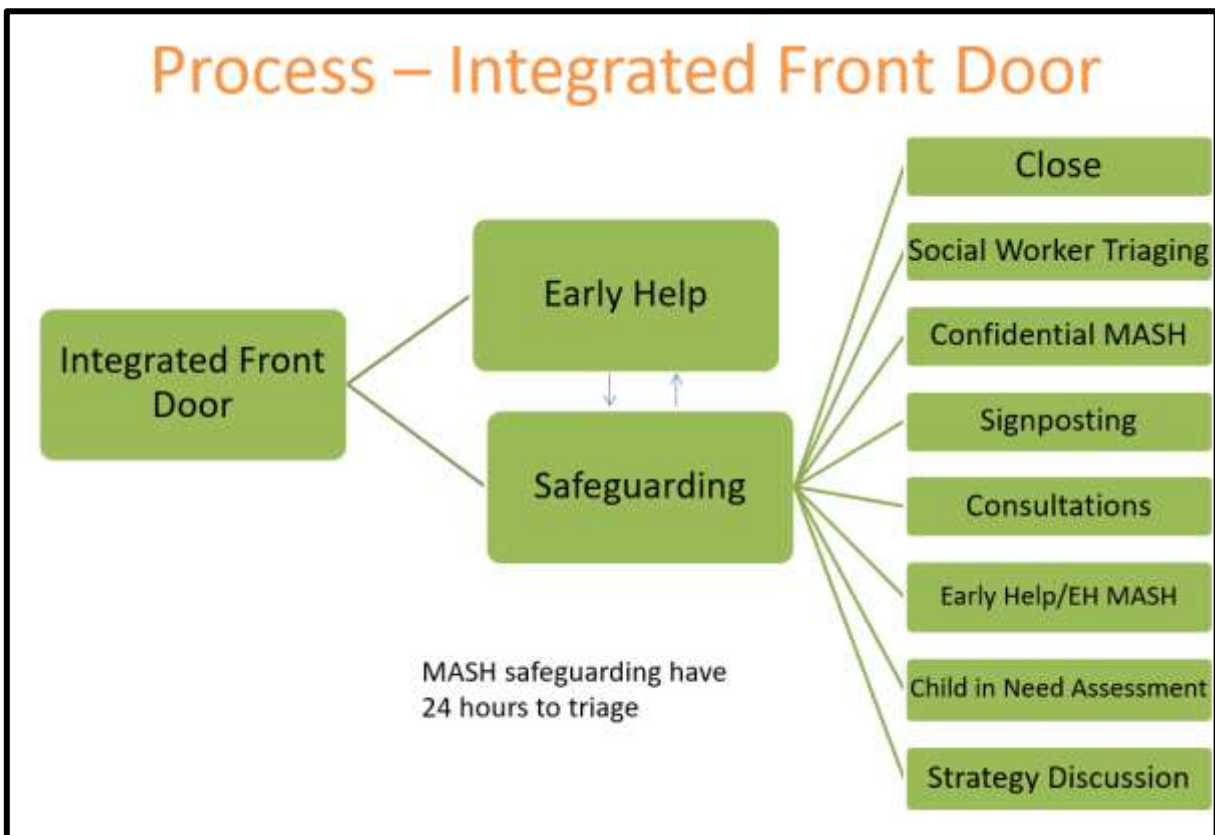
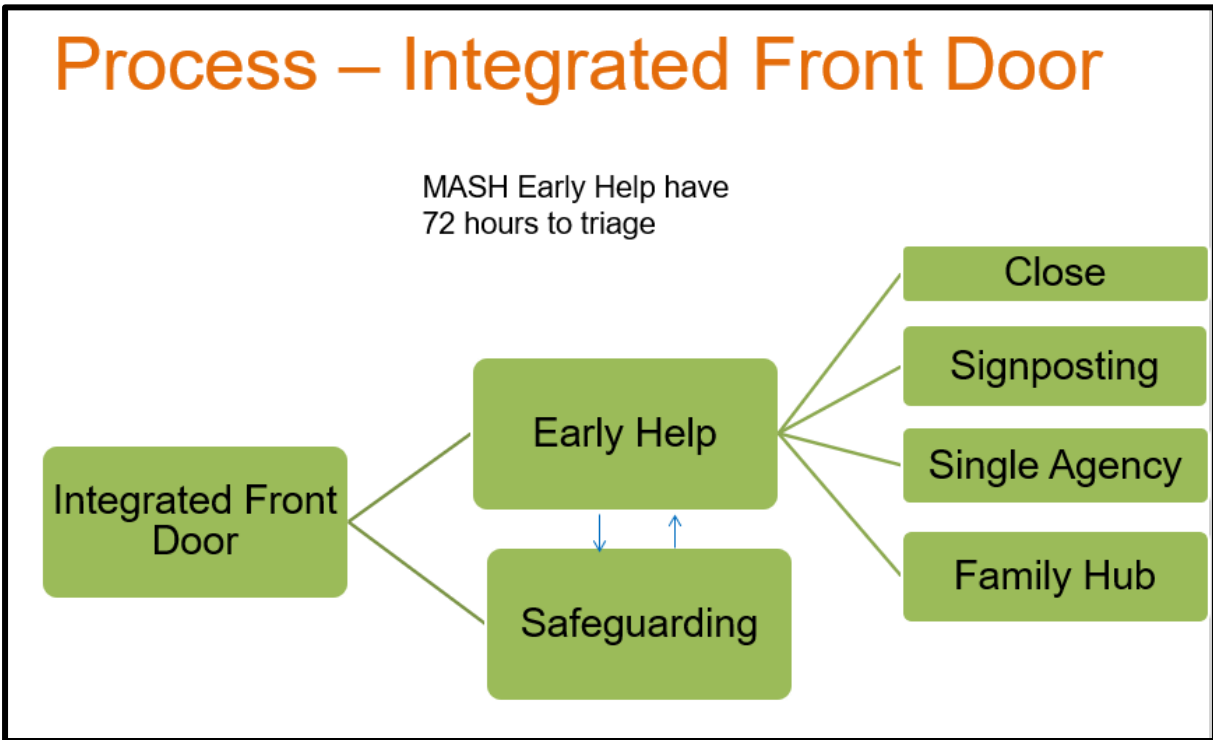
- Attendance policy
- Behaviour policy
- Children absent from education policy and procedures
- Complaints procedure
- Equalities policy
- Health and safety policy and other linked policies and risk assessments, including first aid
- Information governance/data protection policy
- Low level concerns policy
- Medical conditions & administration of medicines policy
- Mobile phone and smart technology policy
- Offsite activities and educational visits policy and risk assessments
- Online safety policy (including filtering and monitoring)
- Personal & intimate care policy
- Physical education and sports guidance
- Positive handling and physical intervention policy and guidance
- Premises inspection checklist
- PSHE policy
- Relationships and sex education policy
- Safer Recruitment
- Special educational needs and disabilities policy
- Staff code of conduct/behaviour policy
- Staff disciplinary policy and procedures/disciplinary rules
- Whistleblowing policy



## 16 Appendix C

**Specific Safeguarding Issues** (this is not an exhaustive list, please refer to Keeping Children Safe in Education, in particular Annex B)

Bullying including cyber bullying  
Child abduction and community safety incidents  
Child Sexual Exploitation (CSE)  
Child Criminal Exploitation (CCE)  
Children and the court system  
Children missing from Education  
Children of substance misusing parents/carers  
County lines  
Domestic abuse  
Substance abuse  
Fabricated or induced illness  
Formal complaint policy  
Children with family members in prison  
Faith abuse  
Female Genital Mutilation (FGM)  
Forced Marriage Gangs and Youth Violence  
Gang Activity  
Gender based violence/violence against women and girls (VAWG)  
Hate crime  
Mental health  
Homelessness  
Health and well-being  
So called 'Honour-based' abuse  
Child-on-Child abuse  
Consensual and non-consensual sharing of indecent images/nude/semi-nude images/videos  
Sexual violence and sexual harassment between children in schools  
Private fostering  
Preventing radicalisation (The Prevent Duty)  
Online abuse including indecent images/nude/semi-nude images/videos  
Teenage relationship abuse  
Trafficking  
Missing children and vulnerable adults  
Child sexual abuse within the family  
Poor parenting, particularly in relation to babies and young children  
Serious violence  
Cyber crime



## 18 Appendix E

Links to Further Guidance:

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Berkshire Child Protection Procedures <http://berks.proceduresonline.com/>

Bracknell Forest Alternative Provision Guidance [Welcome to Alternative Provision | Can-Do | Bracknell Forest \(bracknell-forest.gov.uk\)](https://www.bracknell-forest.gov.uk)

[Bracknell Forest Safeguarding Board](https://www.bracknell-forest.gov.uk)

Bracknell Forest Safeguarding Board Child Neglect Strategy [child\\_neglect\\_strategy\\_2023-26\\_final.pdf \(bracknellforestsafeguarding.org.uk\)](https://www.bracknellforestsafeguarding.org.uk)

Bracknell Forest Safeguarding Board Procedures [Welcome to the Bracknell Forest Multi-Agency Safeguarding Children Procedures \(proceduresonline.com\)](https://www.proceduresonline.com)

Bracknell Forest Threshold Guidance [BF Children's Threshold Guidance 2023 \(bracknellforestsafeguarding.org.uk\)](https://www.bracknellforestsafeguarding.org.uk)

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

DfE harmful online challenges and hoaxes [Harmful online challenges and online hoaxes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

DfE Keeping Children Safe in Education (September 2024) [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Early Years Foundation Stage Statutory Framework [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Farrer & Co [addressing-child-on-child-abuse.pdf \(farrer.co.uk\)](https://www.farrer.co.uk)

Governance Guides [Maintained schools governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk) and [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[HM Government - Multi-agency statutory guidance on Female Genital Mutilation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition)

[Keeping children safe: code of practice \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/keeping-children-safe-code-of-practice)

[Mental Wellbeing Young People - Public Health Portal - Bracknell Forest Council | \(bracknell-forest.gov.uk\)](https://bracknell-forest.gov.uk/public-health-portal)

Multi Agency Statutory Guidance on Female Genital Mutilation (July 2020) – [Multi-agency statutory guidance on female genital mutilation - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/multi-agency-statutory-guidance-on-female-genital-mutilation)

NSPCC Harmful Sexual Behaviour Framework  
<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

[Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/prevent-duty-guidance-england-and-wales-2023)

[Promoting the education of looked-after children and previously looked-after children \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/promoting-the-education-of-looked-after-children-and-previously-looked-after-children)

Serious Violence Home Office Strategy  
<https://www.gov.uk/government/publications/serious-violence-strategy>

[Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Special educational needs and disability code of practice: 0 to 25 years  
[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/send-code-of-practice-january-2015)

[Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/supporting-pupils-at-school-with-medical-conditions)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/teaching-online-safety-in-schools)

What to do if you're worried a child is being abused (Advice for Practitioners, March 2015) - [Stat guidance template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/what-to-do-if-youre-worried-a-child-is-being-abused)

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/working-together-to-improve-school-attendance)

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/working-together-to-safeguard-children-2023)

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/working-together-to-improve-school-attendance)

## 19 Appendix F

### **Owlsmoor Primary School Safeguarding Policy Appendix 1: *Types of abuse***

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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
- 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** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Owlsmoor Primary School Safeguarding Policy Appendix 2: Safer recruitment and DBS checks – policy and procedures**

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

**Advertising**

When advertising roles, we will make clear:

- . The school's commitment to safeguarding and promoting the welfare of children
- . That safeguarding checks will be undertaken
- . The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- . Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

**Application forms**

Our application forms will:

- . Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- . Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

**Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- . Consider any inconsistencies and look for gaps in employment and reasons given for them
- . Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- . Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - o If they have a criminal history
  - o Whether they are included on the barred list

- Whether they are prohibited from teaching
- Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
- Any relevant overseas information
- . Sign a declaration confirming the information they have provided is true
- . We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

### **Seeking references and checking employment history**

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- . Not accept open references
- . Liaise directly with referees and verify any information contained within references with the referees
- . Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- . Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- . Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- . Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- . Resolve any concerns before any appointment is confirmed

### **Interview and selection**

When interviewing candidates, we will:

- . Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- . Explore any potential areas of concern to determine the candidate's suitability to work with children
- . Record all information considered and decisions made

### **Pre-appointment vetting checks**



We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

### **Disqualification under the Childcare Act 2006**

All staff/volunteers within Owlsmoor Primary School must and will declare before appointment or volunteering whether they are or are likely to be disqualified pursuant to the [Childcare Act 2006](#) and the [2018 Childcare Disqualification Regulations](#).

Staff/volunteers will declare to the Headteacher immediately should they become or are likely to become disqualified at any time whilst they are employed by or volunteering for the Trust.

Particulars of any such declaration will be recorded on the SCR of settings which have children under the age of 8.

It is the responsibility of staff/volunteers to make full and prompt disclosure where applicable and in the absence of disclosure staff/volunteers will be deemed not to be disqualified.

## Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- . There are concerns about an existing member of staff's suitability to work with children; or
- . An individual move from a post that is not regulated activity to one that is; or
- . There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For Schools with pupils aged under 8 for self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified pursuant to the [Childcare Act 2006](#) and the [2018 Childcare Disqualification Regulations](#). Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks,

we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

For Trust Schools with pupils aged under 8 in both cases, this includes checks to ensure that individuals are not disqualified pursuant to the [Childcare Act 2006](#) and the [2018 Childcare Disqualification Regulations](#).

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- For Schools with pupils aged under 8, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **Governors**

All Governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All proprietors and Governors will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local advisors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

**Owlsmoor Primary School Safeguarding Policy Appendix 3: Allegations of abuse made against staff**

**Section 1: allegations that may meet the harms threshold**

This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:

- . Behaved in a way that has harmed a child, or may have harmed a child, and/or
- . Possibly committed a criminal offence against or related to a child, and/or
- . Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- . Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

If we're in any doubt as to whether a concern meets the harm threshold, we will consult our local authority designated officer (LADO).

We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of local advisors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

If we receive an allegation of an incident happening while an individual or organisation was using the school premises to run activities for children, we will follow our safeguarding policies and procedures and inform our LADO.

**Suspension of the accused until the case is resolved**

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- . Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- . Providing an assistant to be present when the individual has contact with children
- . Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

- . Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- . Temporarily redeploying the individual to another role in a different location, for example to an alternative school within the Trust

If in doubt, the case manager will seek views from the school's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

### **Definitions for outcomes of allegation investigations**

- . **Substantiated:** there is sufficient evidence to prove the allegation
- . **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- . **False:** there is sufficient evidence to disprove the allegation
- . **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- . **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- . Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- . Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- . Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- . Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the

designated officer, police and/or children's social care services, as appropriate

- . Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- . **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- . **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- . **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- . Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- . Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- . Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- . Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

In our Early Year settings, we will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that

individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- . We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- . The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- . We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- . We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- . Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- . If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- . If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to



proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- . Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- . Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- . Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- . Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Confidentiality and information sharing**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared

- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

### **References**

When providing employer references, we will:

- . Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- . Include substantiated allegations, provided that the information is factual and does not include opinions

### **Learning lessons**

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified

- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

### **Non-recent allegations**

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

### **Section 2: concerns that do not meet the harm threshold**

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- . Suspicion
- . Complaint
- . Safeguarding concern or allegation from another member of staff
- . Disclosure made by a child, parent or other adult within or outside the school
- . Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- . Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- . Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

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

- . Being overly friendly with children
- . Having favourites
- . Taking photographs of children on their mobile phone

- . Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- . Humiliating pupils

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- . Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- . Empowering staff to share any low-level concerns as per section 7.7 of this policy
- . Empowering staff to self-refer
- . Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- . Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- . Helping to identify any weakness in the school's safeguarding system

### **Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- . Directly to the person who raised the concern, unless it has been raised anonymously
- . To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

### **Record keeping**

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- . Kept confidential on StaffSafe, held securely and comply with the DPA 2018 and UK GDPR
- . Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our

disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority

- . Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

## **References**

We will not include low-level concerns in references unless:

- . The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- . The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

**Owlsmoor Primary School Safeguarding Policy Appendix 4: *Specific safeguarding issues***

**Children who are absent from education**

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

The school requests that all parents supply at least 2 contacts for each child and where possible, living at different addresses

Where there are any concerns of a child being absent from education, the appropriate form will be completed and returned to the Education Welfare Service.

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## **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

## **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also

occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Child-on-child abuse**

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

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

- . Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- . Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- . Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- . Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- . Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- . Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- . Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- . Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- . Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.



If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

### **Domestic abuse**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

In Trust Secondary Schools we recognise older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day through [Operation Encompass](#)

The DSL will provide support according to the child's needs and update records about their circumstances.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL's will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.5 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmufco.gov.uk](mailto:fmufco.gov.uk)

- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
  - Endangers or causes serious violence to a person/people;
  - Causes serious damage to property; or
  - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger

- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

- . Between 2 children of any age and sex
- . Through a group of children sexually assaulting or sexually harassing a single child or group of children
- . Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- . Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- . Regularly review decisions and actions, and update policies with lessons learnt
- . Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- . Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again

- . Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- . Challenging inappropriate behaviours
- . Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- . Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

### **Serious violence**

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- . Increased absence from school
- . Change in friendships or relationships with older individuals or groups
- . Significant decline in performance
- . Signs of self-harm or a significant change in wellbeing
- . Signs of assault or unexplained injuries
- . Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- . Being male
- . Having been frequently absent or permanently excluded from school
- . Having experienced child maltreatment
- . Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the Designated Safeguarding Lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

## **Cyberbullying**

### **Definition**

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

### **Preventing and addressing cyber-bullying**

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

### **Examining electronic devices**

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- . Cause harm, and/or
- . Disrupt teaching, and/or
- . Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- . Delete that material, or
- . Retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- . Report it to the police\*

\* Staff may also confiscate devices for evidence to hand to the police, if a pupil discloses that they are being abused and that this abuse includes an online element.

Any searching of pupils will be carried out in line with:

- . The DfE's latest guidance on [screening, searching and confiscation](#)
- . UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- . Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or



- . The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

Late Collection of a Child In the event of late or non-collection of a child by an authorised adult the main concern of the staff will be for the safety and welfare of the child.

The school will put into practice agreed procedures to ensure that the child receives a high standard of care in order to cause as little distress as possible.

An authorised adult will be a parent, friend or relative that has been appointed by the child's parent or guardian.

Parents of all children are asked to provide specific information for school records. We will request a minimum of two contact for each child and where possible, at least one residing at a different address. It is important that if there are any changes, parents inform the school so that records can be updated and the most current details are held. Information about any person who does not have legal access to the child must also be given.

If parents are aware that they will not be at home or in their usual place of work, they should inform the school of how they can be contacted.

If parents or the persons normally authorised to collect the child are not able to collect the child, they must provide the school with written details of the name, address and telephone number of the person who will be collecting their child.

The school will agree with parents how to verify the identity of the person who is to collect their child. If parents cannot collect their child as planned, they must inform the school as soon as possible.

In the event that a child is not collected from school by an Authorised Adult within one hour of the end of the school day and the school has exhausted all efforts in contacting the parents/carers and emergency contact numbers, the school is legally required to contact Children's Social Care, for advice and guidance.

This will be recorded on the students Record of Concern and Children's Social Care will be made aware.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will contact the parents/carers and emergency contact numbers without delay. If there is no response from these efforts and it is assumed the child is no longer on site, the school will contact the Police.

To ensure students safety, should the school have no received communication from a parent/carer that the child will not be in school on a given day, the school will enact it's First Response to make parents aware that the child has not arrived to school. If the parent/carer believes the child is at school, once assumed the child is not on site, the school will contact the Police.

**OWLSMOOR** PRIMARY SCHOOL



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Tel : (01344) 776642

Headteacher: S Cope

E-mail: [secretary@owlsmoorprimary.com](mailto:secretary@owlsmoorprimary.com)  
[www.owlsmoorprimary.com](http://www.owlsmoorprimary.com)

Child Protection – Cause for Concern/disclosure form.

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_

Year group/class \_\_\_\_\_

Staff member reporting concern/disclosure: \_\_\_\_\_

Details of concern/disclosure: \_\_\_\_\_

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Staff signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of DSL: \_\_\_\_\_ DSL signature: \_\_\_\_\_

Additional information/Actions: \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

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**Owlsmoor  
Primary School**



**When a child wants to confide in you**

- Do be accessible and receptive
- Do listen carefully – don't rush the child
- Do take it seriously – allow the child to speak
- Do reassure them they are right to tell
- Do explain that you may have to tell another adult
- Do seek support and advice A.S.A.P.
- Do make careful records immediately
- Do date and sign

**Owlsmoor  
Primary School**



**When a child wants to confide in you**

- Don't jump to conclusions/make assumptions
- Don't try to get the child to 'disclose'
- Don't ask leading questions
- Don't question unnecessarily
- Don't speculate, criticise or accuse anybody
- Don't make a promise you cannot keep
- Don't stop them talking