



**St John's Priory School
Banbury, Oxon**

**SAFEGUARDING CHILDREN
(CHILD PROTECTION)
POLICY**

St John's Priory School: SAFEGUARDING CHILDREN CHILD PROTECTION POLICY

Legal Status

This policy complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations 2014 and has been developed in accordance with the principles established by Keeping Children Safe in Education, September 2019 and in line with government publications and guidance, including:

- Working Together to Safeguard Children, July 2019
- What to do if you are worried a child is being abused, DfE March 2015
- Disqualification under the Childcare Act 2006, February 2015
- Early Years Foundation Stage Framework, 2014
- Education for Children with health needs who cannot attend school, 2013
- SEND Code of Practice 0-25, 2015 □ The UK Equality Act, 2010 and guidance
- Early Help: multi-agency levels of need guidance, Jan 15
- Supplementary Advice to Keeping Children Safe in Education, October 2014
- Revised Prevent Duty Guidance for England and Wales, March 2015
- The Prevent duty: Departmental advice for schools and childcare providers, June 2015
- The use of social media for online radicalisation, July 2015
- OSCB Prevent Strategy, May 2015
- FGM risk and safeguarding, March 2015
- Section 74 of the Serious Crime Act 2015
- Disclosure and Barring Service (DBS)
- The Children Act 1989 and 2004 and Section 157/175, Education Act (2002)
- The Statutory Framework for the Early Years Foundation Stage (2014)
- The Teacher's Standards (Guidance for school leaders, school staff and governing bodies)
- Sexting in Schools and Colleges: *Responding to Incidents and Safeguarding Young People*
- Teaching online safety in school, Sept 2019

Related Documents:

- *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, Sep 2019) and *Working Together to Safeguard Children* (WTSC) (HM Government, July 2019).
- Appendix A Flowchart: Referral Pathway
- Appendix B Staff Child Protection Training Chart
- Appendix C Designated Safeguarding Officer, Job Description
- Appendix D Code of Conduct

- Safeguarding Children, Safer Recruitment Policy, Anti-bullying Policy, E-Safety Policy, Whistleblowing and Behaviour Management including Discipline, Sanctions and Exclusions Policy.
- Preventing Radicalisation and Extremism Policy 2016
- Staff Code of Conduct

This policy on child protection is also in accordance with locally agreed inter-agency procedures for Oxfordshire County Council, County Hall - 3rd floor, New Road, Oxford, OX1 1ND Tel: 01865 815843 Fax: 0845 605 4165, Oxfordshire Safeguarding Children Board, email: oscb@oxfordshire.gov.uk and Oxfordshire Multi-Agency Safeguarding Hub (MASH): 0345 050 7666 Emergency duty team: 0800 833 408

Applies to the Whole School, including the Early Years Foundation Stage (EYFS)

- The whole school including the Early Years Foundation Stage (EYFS), after school care, early morning provision, afterschool clubs, holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching and support staff), the proprietors and volunteers working in the school. This includes, as stated below, designating a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with the local authority children's agencies as appropriate.

Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for children in EYFS, Key Stage 1 and Key Stage 2

Our designated persons with status and authority to take responsibility for child protection matters are:

- The Designated Safeguarding Lead (DSL) for the whole school is Mrs Gemma Holloway (Head of Early Years and Pre-prep school) She can be contacted during school hours by telephone on 01295 259607 or out of school hours on 07788711626 or by email: gholloway@stjohnspriory.co.uk
- The Deputy Designated Safeguarding Lead (DDSL) for the whole school is Mrs Tracey Wilson, Headmistress, who can be contacted at any time 24 hours a day throughout the year by telephone on 07791 604753 or by email: hm@stjohnspriory.co.uk
- The Deputy Designated Safeguarding Lead for EYFS is Mrs Gemma Holloway, who can be contacted during school hours by telephone on 01295 259607 or out of school hours on 07788711626 or by email: gholloway@stjohnspriory.co.uk
- The Deputy Designated Safeguarding Lead /proprietor is Giorgio Mystkowski, who can be contacted by telephone on: 07726 619500 or by email: g.mystkowski@stjohnspriory.co.uk
- The DSL and DDSLs have completed Level 3 Safeguarding Children and Shared Responsibility. Such training will be updated every two years.

The lead responsibility always remains with the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained officers, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility is not delegated. Deputies are trained to the same standard as the Designated Safeguarding Lead.

Availability:

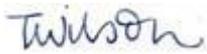
- This policy is made available to parents, staff and pupils in the following ways: via the School website www.stjohnsprioryschool.co.uk, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The Proprietors will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Mrs Tracey Wilson: Headmistress



Date: 2nd September 2019

Giorgio Mystkowski: Chair of Proprietors

Date: 2nd September 2019

POLICY ON CHILD PROTECTION (SAFEGUARDING)

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS)

In line with the KCSIE requirement, all staff (existing and newly appointed) are required to read and understand part one of the guidance.

Aims

These procedures apply to all employees, the proprietors, visitors and volunteers at St John's Priory School. The aim of our procedures is to prevent children being abused and to safeguard and promote the welfare of pupils at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with Staff, Proprietors and Volunteers.
- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Support pupils who have been abused in accordance with their agreed child protection plan
- Support children with additional needs, e.g. through the Common Assessment Framework (CAF)
- Protect children who are vulnerable or who might be disproportionately impacted by issues such as bullying or abuse for example pupils with SEN or with communication difficulties.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE), the Local Authority Designated Officers (LADO), Oxfordshire County Council and the Teaching Regulation Agency (TRA).
- Establish a safe environment in which children can learn and develop. This includes provision of effective e-safety measures that include appropriate filtering of content and explicit teaching of e-safety within the curriculum.

- Require staff to attend internal update training annually and invite parents, guardians and carers to attend an annual E-Safety information and awareness session
- Sharing of information and working with inter-agencies in a coordinated way.

Purpose

At St John's Priory School we are committed to the protection and safety of the children. We maintain rigorous procedures for child protection and we expect everyone working within the setting to take responsibility for following these procedures. The purpose of this policy is to provide staff, volunteers and Proprietors with the guidance they need and to inform parents and guardians how we will safeguard their children whilst they are in our care. This policy applies to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School. The health, safety and welfare of all our children are paramount to all the adults who work or volunteer in our school. These include the school's reporting arrangements whereby contact with the appropriate welfare agency is made immediately and never later than 24 hours of a disclosure or suspicion of abuse.

Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play. We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff have access to training to identify and respond early to abuse and neglect. The school recognises it is an agent of referral and not of investigation.

Safeguarding in our school is about:

- The school's policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures;
- The school's arrangements for handling allegations of abuse against members of staff, volunteers and the head;
- Reference being made to the school's staff code of conduct /behaviour policy and the following areas which have their own bespoke documents including pupils health safety, anti-bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions and providing first aid, drug and substance misuse, educational visits, intimate care, internet safety and school security.
- Reference being made to the school's recruitment procedures which is a separate document;
- Management of safeguarding including the appointment of the Designated Safeguarding Lead which in the case of our school is the Headmistress.
- The training of the designated safeguarding lead, officers, staff, volunteers and the designated proprietor;
- Arrangements for reviewing the school's child protection policies and procedures annually;
- The school's arrangements to fulfil other safeguarding and welfare responsibilities.

Context

St John's Priory School always considers and acts in the best interests of the child. Our children have the right to respect and protection, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our school. The atmosphere within our school is one that encourages all children to do

their best. We provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress. All pupils should care for and support each other. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.

Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Advice on how to deal with a child protection concern or to find out whether it is something which should be referred is sought from Oxfordshire Safeguarding Children Board.

Oxfordshire County Council has produced child protection guides for schools. A Common Assessment Framework Referral form (CAF) is sent by the Headmistress to the Local Authority within 24 hours of making a referral.

Induction and training

(Also please refer Appendix B Staff Child Protection Training Chart

The school's requirements for the training in safeguarding are as follows:

- The Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and designated proprietor to receive updated child protection training at least every two years.
- All staff must receive regular child protection training appropriate to their role, in line with advice from the LSCB. Annual generalist Safeguarding training is enhanced through regular termly Safeguarding e-bulletins to provide all staff with relevant skills and knowledge to safeguard children effectively.
- All staff, including temporary and peripatetic staff, proprietors and volunteers, must be provided with induction training that includes: the school's child protection policy; the staff code of conduct/behaviour policy; the identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL); and a copy of Part 1 of Keeping Children Safe in Education (KCSIE) (Sept 2019) which, in accordance with the KCSIE requirements, all staff (existing and newly appointed) are required to read and understand.
- All staff will have training on child on child sexual violence / harassment and how to manage a reporting a disclosure.
- Termly audits will be completed by the proprietor (Giorgio Mystowski) to ensure all staff understand their safeguarding roles and responsibilities.

Whole-school in-service training on safeguarding issues is organised. All newly recruited staff (teaching and non-teaching) volunteers and the proprietors are provided with this policy and are required to attend Level 1 training or in house training as part of their induction, with this being refreshed annually. All members of staff receive and read KCSIE Part 1 and Annex A as part of their induction and also complete a KCSIE Quiz so the DSL is able to check staff member's understanding of the document. Every new member of staff, including part-time, temporary, visiting and contract staff working in School, must be informed of their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or DDSL. All new staff members are provided with a copy of the Whistleblowing Policy.

The Designated Persons attend Level 3 Child Protection and Inter-Agency training and then refresher training at least every two years. Designated staff attend appropriate network meetings and participate in inter-agency training organised by Oxfordshire County Council.

These procedures apply to all employees, the proprietors, visitors and volunteers at the School. The aim of our procedures is to prevent children being abused and to safeguard and promote the welfare of pupils at this school by raising awareness of child protection and safeguarding roles and responsibilities with staff, proprietors and volunteers in the following ways:

- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Share Safeguarding information in accordance with Working together to safeguard children (PDF) and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (PDF) Data protection fears should not be a barrier to information sharing as the safety of the child should be of utmost importance
- Follow LSB and County Council arrangements for sharing information about pupils who join or leave our school outside of the usual admissions process
- Provide adequate information and training so that all staff understand how to identify children who may benefit from Early Help by discussing early help requirements with the Designated Safeguarding Lead
- Enable all staff to support other agencies and professionals in an early help assessment, with the support of the Designated Safeguarding Lead.
- Support pupils who have been abused in accordance with their agreed child protection plan
- Support children with additional needs, e.g. through the Common Assessment Framework (CAF)
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE) and Oxfordshire County Council.
- Establish a safe environment in which children can learn and develop.

The Common Assessment Framework (Children's Act 2004) identifies our duty to promote with children the following five outcomes: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic wellbeing

Transparency

The School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and carers will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

Definitions: We define safeguarding as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

The following definitions are definitions of child abuse, some taken from *Working Together to Safeguard Children* (HM Government, July 2019):

Abuse and Neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Peer on Peer Abuse

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, sexting and upskirting; typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment

Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

All staff should be aware of how peer on peer abuse may manifest itself: bullying (including cyber-bullying), gender-based violence or touching, sexual assaults, sexting, upskirting and initiation and rituals are examples of this. Staff are also aware that while both boys, girls and SEND children of both genders experience peer on peer abuse they do so in gendered ways. The school seeks to minimise the risk of peer on peer abuse through: clear supervision of pupils and regular education on high standards of courtesy and respect expected in the language and behaviour of pupils to one another, whether online or in person.

All staff should be clear that 'abuse is abuse' and will never be tolerated; so-called 'banter' is not an acceptable vehicle for unkindness or abusive behaviour towards others. Staff are aware that SEND children could be particularly vulnerable to peer on peer abuse. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures.

All such instances must be reported to the DSL and will be dealt with in accordance with the school's policy and procedures. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy. A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation.

The School will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved.

The victim of peer on peer abuse will be given strong support, in co-ordination with their family, using external experts where appropriate. The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being “at risk”.

Neglect

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) and
- Ensure access to appropriate medical care or treatment.

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

A child who is being neglected may show the following signs:

- ***Health and Development Issues***
- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.
- ***Poor Appearance or Hygiene***
- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.
- ***Housing and Family Issues***
- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members.

Physical abuse

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.

A child who is the victim of physical abuse may show the following signs:

- **Bruises**
- commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
- defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
- clusters of bruises on the upper arm, outside of the thigh or on the body
- bruises with dots of blood under the skin
- a bruised scalp and swollen eyes from hair being pulled violently
- bruises in the shape of a hand or object.
- **Burns or Scalds**
- can be from hot liquids, hot objects, flames, chemicals or electricity
- on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
- a clear edge to the burn or scald
- sometimes in the shape of an implement for example, a circular cigarette burn
- multiple burns or scalds.
- **Bite Marks**
- usually oval or circular in shape
- visible wounds, indentations or bruising from individual teeth.
- **Fractures or Broken Bones**
- fractures to the ribs or the leg bones in babies
- multiple fractures or breaks at different stages of healing
- **Other Injuries or Health Problems**
- scarring
- effects of poisoning such as vomiting, drowsiness or seizures
- respiratory problems from drowning, suffocation or poisoning

Serious Violence

The causes of serious crimes are complex, but we know that organised gangs are increasingly involving children to carry out their criminal activities. Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a child acting individually in response to his or her history and circumstances.

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as: Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person

under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

The indicators which may signal that children are at risk from, or are involved with serious violent are

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant change in well-being, signs of assault or unexplained injuries
- unexplained gifts or new possessions

these could be indicators that children have been approached by, or are involved with, individuals associated with a criminal network or gang.

We will ensure all staff are aware of the associated risks and understand the measures in place to manage these situations. We take our advice from the Home office's 'Preventing youth violence and gang involvement' and its 'Criminal exploitation of children and vulnerable adults: county lines' guidance.

Domestic Violence

We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services where the child is at risk of significant harm and/or neglect.

Honour Based Violence

Honour Based Violence is a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community. A child who is at risk of honour based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member. We will be alert to the possibility of honour based violence and allow an opportunity for the abused partner, sibling or family member to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services where the child is at risk of significant harm and/or neglect.

Drug/alcohol abuse

If a parent or carer appears to be under the influence of alcohol or drugs or to be totally distressed and unable to provide appropriate supervision for their child when they collect them from school, the Designated Safeguarding Lead will be notified immediately. In her absence the Headmistress will be informed in her role as DDSL. Any known agency already involved with the child or family will be informed. Students affected by their own or others drug and/or alcohol abuse, including tobacco, all illegal drugs, medicines, legal highs and volatile substances,

should have access to appropriate support from local services. Our DSL in school is Gemma Holloway and she will contact parents the same day. They will also be the key person in liaison with local services such as the police. Sanctions will be applied in keeping with the school's behaviour policy and parent- school contract. We reserve the right to search students safely if we have reason to believe that they are in possession of any such substance, which may cause harm to themselves or to others. This school is a smoke-free site. We expect any parent in this situation to make full use of external local support agencies to provide early support for their child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

There often aren't any physical symptoms of emotional abuse but there may be changes in a child's actions or emotions.

Young children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Abuse of Trust

It is an offence under the Sexual Offences Act 2003 for a member of staff to have a sexual relationship with a child under 18, where that person is in a position of trust, even if the relationship is consensual. This applies where the young person is in full time education and the staff member works in the same establishment, even if the adult does not teach them. If the young person is over 18 it may result in gross misconduct by the member of staff.

Sexual abuse

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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and pornography, 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. Where a criminal offence is suspected, the DSL will immediately contact the police.

Children who are sexually abused may show the following signs and symptoms:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that [you wouldn't expect them to](#).

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

Children who sexually abuse

Young people demonstrating sexually abusive behaviour often have educational needs, post-traumatic stress disorder and conduct disorders. We work in partnership with local agencies to safeguard and promote the welfare of all our children, including those who exhibit sexualised behaviour. We are also mindful that the majority of young people, who have sexually abused others, are likely to have been victims of sexual abuse themselves. We will work in partnership with police and children's social care to ensure that any children who sexually abuse will get the treatment and support they require preventing abuse of other children and carrying out appropriate risk assessments to manage any such situation.

Where a pupil has become a victim of sexual abuse the school will support both the victim and the perpetrator. Both the victim and the perpetrator will be considered to be at risk. Advice will be taken from the LADO about how best to support the children involved.

If sexually inappropriate conversations or images are shared between children the incident will be dealt with in accordance with the UK Council for Child Internet Safety's document *Sexting in schools and colleges*.

The DSL should immediately be informed of the incident. The DSL will contact MASH advise on whether a referral to Children's Social Care is necessary or not.

Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made by the DSL to children's social care and/or the police immediately.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships and refers to incidences where those aged under 18 receive something such as food, drugs or alcohol, gifts, money etc. as a result of them performing, and or others performing on them, sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. We are aware that sexual exploitation can happen through the use of technology without children realising. The perpetrator may befriend the student who becomes groomed into believing there is a relationship between them, or there may be an imbalance of power between the student and the perpetrator, often with a significant age gap. Sometimes young people are passed through networks, crossing towns and cities, forced to have sexual activities with many men (sex parties). As a school we work closely with parents and other agencies and we are alert to the potential signs of exploitation. For example, any young person missing for periods of time or regularly returning home late, developing into a pattern, disengagement from education, unexplained gifts, risks of sexual health issues, etc. We listen to young people and take any disclosure seriously, sharing information with other agencies. The DSL will seek guidance from the Kingfisher team if a disclosure or concerns arise regarding sexual exploitation.

Child exploitation and E-safety

Children and young people can be exploited and suffer bullying through their use of modern technology such as the Internet, mobile phones and social networking sites. This abuse can take place wholly online or technically may be used to facilitate offline abuse. In order to minimize the risks to our children and young ensure that we have in place appropriate measures such as security filtering. We ensure our children understand our expectations are the same off behaviour online as it is offline. We will ensure that staff are aware of how not to compromise their position of trust in or outside the setting and are aware of the dangers associated with social networking sites. In accordance with legislative requirements we have a whole school approach to e- safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session or mailshot for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the

Internet as detailed in our ICT- Based Forms of Abuse (including Cyber-Bullying) Policy. We take guidance from the 'Teaching online safety in school' (DfE, June 2019)

Female Genital Mutilation

Female genital mutilation (FGM) is defined as all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons. (World Health Organisation). Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. We follow our local safeguarding board procedures since any such child is at risk of significant harm through physical and emotional abuse. It may also be considered as sexual abuse. We are alert to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and PE on return for no apparent reason, the child may confide about a special ceremony, mother may have been known to have undergone FGM, sister may have been known to have undergone the same procedure. Any disclosure will be notified to the DSL without delay so that the appropriate referrals can be made and protective measures put into place including a report to the police. If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

Where it is suspected that an act of FGM has taken place, teachers should immediately speak to the DSL. The DSL has a duty to immediately contact the police by calling Thames Valley Police. They can be contacted by dialling 101 or in an emergency 999.

Forced Marriages

A forced marriage is a marriage that takes place without the full consent of both parties and is characterised by the presence of duress (emotional pressure with physical abuse). We believe that it is entirely separate from an arranged marriage where both parties consent. Forced marriage is an abuse of human rights and a form of domestic child abuse. In keeping with the Forced Marriages Unit advice, the DSL will consult local agencies (police and children's social care) and the FMU if we believe that a young person is being coerced and forced into marriage. We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or depression, domestic violence or running away from home. We will contact the local safeguarding board's child protection procedures following notification to our DSL for child protection.

Vulnerable Groups

Children who may be more vulnerable to being harmed may include: babies and younger children, disabled children, children who are isolated, children who are already thought of as a problem (e.g. children in care, secure accommodation and children with emotional/behavioural difficulties) Children who have special educational needs or who have communication problems might also be disproportionately vulnerable to bullying or abuse.

Children in Need

Children who are unlikely to reach or maintain a satisfactory level of health or development will be significantly impaired, without the provision of services.

Safeguarding Disabled Children

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks and created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and or communication impairment (Safeguarding Children,). In order to do this we will ensure that our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

Disability and Vulnerability

Some disabled children may:

- Have fewer outside contacts than other children;
- Receive intimate, personal care;
- Have an impaired capacity to resist or avoid abuse;
- Have communication difficulties;
- Fear losing services;
- Be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

Vulnerable Pupils

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he or she has witnessed domestic violence or it is suspected that he or she may be living in a household, which is affected by family violence, this will be referred to the DSL as a safeguarding issue. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, schoolwork or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context. Where it comes to our notice that a child under

the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services. This will determine how and when information will be shared with parents and the appropriate agencies.

Children Missing in Education

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. On the first day a child joins St John's Priory School, they are entered onto the admissions register. The admissions register is kept up to date and parents are encouraged to inform the school of any changes. If a pupil fails to attend on the agreed date, the school will make reasonable enquiries as to the child's whereabouts. The school may contact the local authority should they fail to locate the child. The school monitors attendance through daily registers. The school will investigate any unexplained absences thoroughly and will contact the local authority if a child has been absent without the school's permission for a continuous period of 10 school days or more.

Significant Harm

This is the threshold justifying compulsory intervention for the protection of children. We understand that there are no absolute criteria on which to rely when judging what constitutes significant harm. We understand that our local safeguarding board procedures require us to consider the severity of the ill treatment, which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. We will refer to Oxfordshire County Council local safeguarding children's board threshold guidance, which includes how we access local services and the type of help to be provided. This includes the level of need for when a child should be referred to the local authority children's social care for assessment and for statutory services under: section 17 of the Children Act 1989 (children in need); section 47 of the Children Act 1989 (safeguarding); section 31 of the Children Act 1989 (care proceedings); and section 20 of the Children Act (duty to accommodate a child). Where a criminal offence is suspected, the DSL will contact the police.

Radicalisation and Extremism (See also Preventing Radicalisation and Extremism Policy 2016)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred, which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff, are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Preventing violent extremism - Roles and responsibilities of the single point of contact (SPOC)

The SPOC for St John’s Priory School is The DSL, Gemma Holloway, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of St John’s Priory School in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Ensuring that through school curriculum and assembly schedule, pupils are encouraged to have their own opinions and views and are aware that sometimes others may try to steer their views and opinions in a particular way;
- Ensuring that pupils know what to do if they believe that another person/persons is trying to influence or steer their views in a particular way which they do not feel comfortable with;
- Raising awareness within the school about the safeguarding processes relating to protecting students from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students who may be at risk of radicalisation or involved in terrorism;
- Risk assessing any pupils who may be at risk of radicalisation;
- Collating relevant information from in relation to referrals of vulnerable students into the Channel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner

Where it is suspected that a child may be at risk of radicalisation or is suspected to hold extremist views, the DSL will report concerns to Channel. Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Oxfordshire Police Counter-Terrorism Unit through their "prevent" team and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Making a referral to Channel

If you are concerned about any adult or child who you think may be vulnerable to being drawn into terrorism please contact your local children's or adult safeguarding team in the usual way. A clear process is in place to ensure that the right people are referred to the Panel. If a referral is made, an assessment is carried out by the South East Counter Terrorism Unit (SECTU) to ensure it is not malicious and the individual is suitable for the Channel process. A support plan is put in place, which formally reviewed every 6 months. The Single Point of Contact (SPOC) for Oxfordshire's Channel Panel referrals is Shaun Greenough - SECTU Channel Coordinator Mobile: 07900 709126 or email: preventreferrals@thamesvalley.pnn.police.uk

School Responsibilities

(Also please refer to Appendix A Quick Referral flowchart)

The School recognises and ensures that because of their regular and sustained contact with children, all staff, (including temporary, supply staff and volunteers) are well placed to observe the outward signs of abuse and will:

- Act in the best interests of the child;

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Inform children that there are adults in the school whom they can approach if they are worried about any problems;
- Include opportunities in the PSHE and citizenship curriculum for children to develop the skills they need to recognise, seek support and stay safe from abuse;
- Ensure all policies and procedures are applied with due common sense and sensitivity;
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus and that parents are offered a copy of the policy on request;
- The Designated Safeguarding Lead will develop effective links with Children's Social Care and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences;
- Follow the procedures set out by the Local Safeguarding Children's Board (LSCB) and take account of guidance issued by the Department for Education;
- Liaise with other agencies that support pupils through normal referral routes and the CAF process;
- Be responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motivation and intentions;
- Work, and be seen to work in an open and transparent way and should be given guidance to help them achieve this, ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil;
- Be aware that they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child safe from harm;
- Know the name of the DSL for child protection and understand their responsibilities to safeguard and protect children;
- Keep a sufficient record of any significant complaint, conversation or event;
- Having accessed a copy of the school's *Safeguarding Policy*, be aware of the internal referral process within the school and report any matters of concern to the Designated Safeguarding Lead (DSL), or if the complaint is against the DSL to the Headmistress in her role as head and then the local authority LADO;
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- Comply with the Education act 2002 and the Independent school standards regulations;
- Contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.

Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity in the school will be subjected to the vetting procedures of the Disclosure and Barring Service (DBS).

We explicitly require staff to report to the DSL, or if the complaint is against the DSL, to the designated proprietor and then the local LADO. Any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm and provide immunity from retribution or disciplinary action against such staff for 'Whistleblowing' in good faith is, as far as possible, guaranteed by the school. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such

suspicions or allegations. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285. The whistleblowing hotline is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Suspicions of Abuse

If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the Designated Safeguarding Lead (DSL). Suspicious bruising or other injury should be mentioned at once so that information can be gathered and appropriate action taken. Use the diagrams on the reverse of the Concern Form to indicate place and nature of injuries.

Children in Immediate Danger

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. If a criminal offence is suspected, the police should be informed immediately.

Responsibilities of the Designated Safeguarding Lead (DSL) for the whole school and the Deputy Designated Safeguarding Lead (DDSL) for Early Years

(Also please refer to Appendix C Designated Member of Staff Job Description)

Our Headmistress ensures that they have the appropriate authority, and have the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions and/or to support staff to do so - and to contribute to the assessment of children. There is a job description concerning managing referrals, training and raising awareness, which expands on the bullet points below. It is the responsibility of the School to ensure that there is a Designated Safeguarding Lead (DSL) who will:

- Ensure that the Proprietors understand their responsibilities under s.175 of the Education Act 2002 and the Independent Schools Standards Regulations
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk having sought advice from the local authority;
- Act as a source of support, advice and expertise for all staff and volunteers and families within the school;
- Ensure all staff have a minimum of level one child protection and where appropriate, level two;
- Provide all staff with termly updates about Safeguarding issues and changes to policy or procedures via an e bulletin and through continued presence at staff meetings and inset.
- Attend refresher training every two years including inter-agency training and provide refresher training annually so that staff can fulfil their child protection responsibilities effectively.
- Ensure that all staff and volunteers be given a statement (either written or electronically) on the school's policy and procedures and that they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding;

- Ensure that referrals, where appropriate, are made to the Local Authority Designated Officer (LADO) within 24 hours of receiving an allegation;
- Offer support to staff members who have made referrals to the LADO;
- liaise with the headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required;
- Ensure that copies of child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the school;
- Ensure that, where a pupil on a child protection plan, or is a child looked after, leaves the school, their information is transferred to the new school immediately and that the child’s Social Worker is informed.;
- Ensure that, where there are deficiencies or weaknesses recognised in arrangements or procedures, these are remedied immediately and without delay;
- Inform the local authority of any new joiners or leavers who join or leave at an unnatural entry or exit point.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- DSL
- Ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁷
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ensure the school or college’s child protection policies are known, understood and used appropriately;
- Ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Undertake the LSCB’s training which includes the LSCB’s approach to Prevent duties.

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

In the absence of the DSL (Gemma Holloway) the DDSL (Tracey Wilson, Headmistress), assumes responsibility.

EYFS Additional requirements

The School EYFS Department ensures that the safeguarding policy, which applies to the rest of the school, also applies to the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse, which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Disqualification

In accordance with regulations made under Section 75 of the Childcare Act 2006, in the event of the disqualification of a registered provider, a person living in the same household as the registered provider, or a person employed in that household, the provider must not continue as an early years provider nor be directly concerned in the management of such provision. Where an employer becomes aware of relevant information, which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. In the event of disqualification of a person employed in early years provision, the provider must not continue to employ that person. Ofsted must be given the following information when relevant:

- Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- A certified copy of the relevant order (in relation to an order or conviction).

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour

All our staff are aware that *Teacher Standards 2012* states that teachers, including Head teachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees and Newly Qualified Teachers and we fully adhere to

these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. Our school has a *Staff Code of Conduct inclusive of a Prudence Policy* (See appendix D) provided to all staff and volunteers who are expected to adhere to a professional code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy.

Safeguarding in Education (Curriculum)

As a school we will educate and encourage pupils to Keep Safe through a school ethos and curriculum, which promote a positive, supportive and secure environment and give pupils a sense of being valued. We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. We create a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. We recognise the contribution the school can make to helping keep children safe throughout the teaching of self-safeguarding skills and encouragement of responsible attitudes to adult life through. Our teaching of personal, social, health, economic education (PSHEE) and citizenship helps to develop appropriate attitudes in our children and it makes them aware of the impact of their decisions on others. Integral to this is our policy concerning Social, Moral, Spiritual and Cultural (SMSC) education.

We also teach them how to recognise different risks in different situations, and how to behave in response to them. We teach them how they can keep themselves safe and who to ask for help if their safety is threatened. The outcomes we want our pupils to achieve are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. We are fully aware of, and implement, our responsibility to provide a safe learning environment for children to live, learn and play, to ensure that no child is left behind and all children flourish in our care. We pride ourselves on our culture of open and effective communication between the staff and pupils, and on our excellent pastoral support structures at the school. We prepare all our pupils to make reasoned, informed choices, judgments and decisions. From time to time staff will base circle time and assemblies on related topics.

Our children have a wide range of opportunities to have their voices heard. We have an active School Council. The members are elected by their peers in their class and represent the class views and opinions at half termly meetings. Each class also has a Friendship Box which allows children to write down any friendship concerns for their teacher to see. Our school operates a Worry Procedure that all children know about. Children know that if they are worried or concerned about anything they are able to go to the Headmistress's office at any time and knock three times. This will alert the Headmistress that a child needs to talk and she can make herself immediately available to do so. Children are frequently reminded during PSHEE lessons and assembly that they are able to speak to any adult in school should they have a worry and that the worry procedure is there if they need to speak to the Headmistress.

Safety in the school

Entry to our school premises is controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the School are logged into and out of the premises and are asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Headmistress, School Office or the Police and Oxfordshire County Council Safeguarding Children Board.

Carelessness in closing any controlled entrance will be challenged. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school organised activities with the prior consent of the school and then only in designated areas. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School.

Mobile Phones

The School allows staff to bring in mobile phones for their own personal use. If staff need to make an emergency call, they must do so either in the staff room, the Headmistress' office, an empty classroom or outside of the school grounds. Staff should provide the school number to members of the family and next of kin in an emergency the member of staff can be contacted on the school phone. Mobile phone technology may not be used to take photographs anywhere within the school grounds. There are digital cameras available within the school and only these should be used to record visual information within the consent criteria guidelines of the school. (Please see our Mobile Phone, Camera and Photograph Policy).

Our Safeguarding Procedures

Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect: *We will*

- Take the child seriously
- Listen carefully and record their concerns
- Tell the child they have done the right thing
- Clarify if necessary
- Make an accurate record as soon as possible
- Inform the DSL without delay

We will not

- Promise confidentiality
- Investigate
- Ask leading questions
- Repeatedly question/ask the child to repeat the disclosure over and over

If at any time we consider that the child may be defined as a child in need (Children Act 1989), or that the child has suffered significant harm or is likely to do so, we will immediately refer to children's social care services. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care immediately. We understand that within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required and inform us, if we have been the referrer, whether:

- The child requires immediate protection and urgent action is required;
- The child is in need, and should be assessed under section 17 of the Children Act 1989;
- There is reasonable cause to suspect that the child is suffering or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- Any services are required by the child and family and what type of services; or

- Further specialist assessments are required in order to help the local authority to decide what action to take.

It is not the role of adults in our school to investigate or resolve allegations of abuse. Once an adult has clarified that a concern is present, cease questioning the child and pass the information on to the Designated Safeguarding Lead without delay. Adults working with a child often know something, which no one else knows. Our staff will share anything they know with the DSL.

1. It is explained to the child that this information will need to be shared with particular people in order to help them.
2. We do not promise to keep secrets all allegations of harm or potential harm must be acted upon.
3. We make an accurate written record (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of: what they have observed and when; injuries; times when any observations / discussions took place; explanations given by the child / adult; what action was taken;
4. The records must be signed and dated by the author

The DSL, or any member of the team does not require parental consent for referrals to statutory agencies.

Following a report of concerns from a member of staff, the DSL may: Contact the Safeguarding Children Team on Tel: 0345 050 7666. MASH on 0845 050 7666. Open cases should be reported on Tel: 01865 323039 and Child Sexual Exploitation concerns should be directed to the Kingfisher team on Tel: 01865 309196.

To make a clear statement of:

- The known facts
- Any suspicions or allegations
- Whether or not there has been any contact with the child's family

If the DSL feels unsure about what a child has said or if they have emerging, non-emergency concerns they can phone the Locality Community Support Service (LCSS) to discuss concerns. Doing so does not constitute a child abuse referral and may well help to clarify a situation. The DSL will decide if a referral should be made to the LCSS, and will do so within 24 hours of a disclosure. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or instigate the Early Help Assessment process (formally CAF). The DSL can contact the LCSS for advice or support in instigating the Early Help Assessment process. Early Help Assessment documentation will be sent to the LCSS team within 24 hours of completion: LCSS.North@oxfordshire.gov.uk. If, after consulting the LCSS, it is decided that a referral is required into Children's Social Care by the LCSS worker, they will make the referral to MASH. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form, which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.

If a child is in immediate danger, the police will be informed and can take immediate protective action. If it is believed that the child is in imminent danger urgent advice should be sought from Children's Social Care and/or the police. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with Children's Social Care/police about who should do this.

Where there are doubts or reservations about involving the child's family, the DSL should clarify with the LCSS, Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation, as per the Children Act 1989. Where a known social worker is already involved with the family, we will inform them of our concerns and actions accordingly. Parent/carer(s) are obliged to inform us of any external agency involvement in keeping with our school's terms and conditions. Where we have received no reply from children's social care services about the type of response that is required within three days of a referral, we will immediately inform the appropriate line manager in children's social care to establish progress.

If the LCSS is supporting the school already with a family and immediate safeguarding concerns arise, the MASH must be called immediately. If the family has an Early Help Assessment and non-immediate safeguarding concerns arise, the LCSS should be contacted for support. If it is then agreed that a referral is required into Children's Social Care, the LCSS worker will make that referral.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL should take the child to the Accident and Emergency Unit at the nearest hospital, having first notified Children's Social Care and sought advice about what action Children's Social Care and /or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual the medical examination should be delayed until Children's Social Care and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If the decision is made not to inform the parents, there must be a responsible adult with the child at all times, whether from the school, Children's Social Care or the police. We understand that there are no absolute criteria on which to rely when judging what constitutes significant harm. We understand that our local safeguarding board procedures require us to consider the severity of the ill treatment, which may include: the degree and the extent of physical harm; the duration and frequency of abuse and neglect; the extent of premeditation; and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development.

In dealing with allegations or suspicions against an adult in the school environment, inclusive of all staff, volunteers and the Proprietors the procedure is to:

- In the event of an allegation against a member of staff the head teacher, or in her absence the DSL, will contact the Local Authority Designated Officer immediately. The LADO will consider the nature, context and content of the allegation, the head teacher and the LADO will agree a course of action. As per our allegations flowchart.

- Any allegations or suspicions of abuse should be reported to the Headmistress (in her role as head). In her absence, the proprietors should be informed.
- An allegation against the DSL should be made to the Headmistress.
- An allegation against the Headmistress should be brought to the proprietor without informing the Headmistress.
- Any allegation against the proprietor will be referred to the Local Authority Designated Officer (LADO). Contact details are at the end of this document.
- There will be no investigation into the allegations of staff before the involvement of LADO

Any member of staff could make a direct referral to the appropriate external agency, as appropriate.

Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. The person receiving the allegation may directly inform the LADO, whose contact details are above, and in the case of serious harm the police, without first informing the Headmistress/Proprietors. Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. If the DSL believes suspension is the correct way to minimise risk to pupils then it is the correct course of action.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school complies with legislation whereby it is an offence to:

- Knowingly employ (or take on as a volunteer), in a Disclosure and Barring Service (DBS) regulated activity, someone who is barred from such activity. *(NB this is in effect not a new requirement: it broadly replaces an offence under protection of children legislation which had existed since 2000);*
- Not refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The School reports to the Disclosure and Barring Service (DBS) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone: 01325 953 795), immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the person is considered unsuitable to work with children. The school will make a referral to the Teaching Regulation Agency where a teacher has been dismissed or would have been dismissed if he/she had not resigned. A prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct which may bring the profession into disrepute', or 'a conviction at any time for a relevant offence'.

In the above context, ceasing to use a person's services include: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. We ensure that reports include as much evidence about the circumstances of the case as possible. We also ensure that *Compromise Agreements* never apply in such circumstances. We also appreciate that failure to make a report constitutes an offence and that the school may be removed from the DfE register of independent schools.

We understand that Proprietors of Independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Where a dismissal does not reach the threshold for DBS referral, separate consideration is given to a *Teaching Regulation Agency (TRA)* referral. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Regulated activity

Regulated activity includes: teaching, training, instructing or caring for or supervising children if the person is unsupervised, or driving a vehicle only for children. It also includes work in schools (specified places) with the opportunity for contact with children, but not including work done by supervised volunteers. However, it is noted that any of this activity is only regulated if it is done regularly, with the exception of personal or healthcare such as eating or drinking or toileting, washing or bathing which is always regulated. The definition of regularly is as follows: It is carried out frequently (once a week or more) by the same person *or* it is carried out more than three days in any period of 30 days (or between 2am and 6pm) and it gives the person the opportunity to have face to face contact with children.

Safer Recruitment

The School follows the Government's recommendations for the safer recruitment and employment of staff that work with children. All members of the teaching and non-teaching staff at the Schools, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked in accordance with the full requirements of the *Centralised record (Single Central Register)* before starting work. All volunteer helpers, contractors working regularly during term-time, such as contract catering staff, are also vetted. The Headmistress/Proprietors review our policies annually. More detail is set out in our policy Safer Recruitment Policy and Procedures. Assurances are obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution, on educational visits of other offsite activities)

- The Chair of the interview panels will have completed the Safer Recruitment Training and Assessment.
- We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity, checking their employment history and qualifications and obtaining independent professional and character references that answer specific questions to help assess their suitability to work with children.
- All staff members have read and acknowledged to say they have read the Safeguarding Policy; KCSIE Part 1; the Whistleblowing Policy and the ICT Code of Conduct (contained within the Staff Handbook).

- All prospective employees will be subject to the requirements of the Central Register (Single Central Record) inclusive of the Enhanced DBS and the Barred List Check.
- To ensure a consistent and thorough process of safe recruitment in order to ensure that those recruited are suitable.
- Our safer recruitment practice includes those persons who may not have direct contact with children but because of their presence will still be seen as safe and trustworthy e.g. volunteers, support staff.
- The School only uses employment agencies that can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the Local Authority.
- Ensuring that all adults who have had a lapse in service of three months will be checked through the Disclosure and Barring Service.
- Where staff members from another organisation come to work with children from our school, they will be checked for suitability prior to working with the children.

Visiting Speakers and Guests

Where visitors are invited into school who are not employed by the school, they will be checked as suitable prior to their visit. Once on the premises, they will be required to sign in and out of the building, wear a visitors badge and they will be always accompanied by a member of the school staff.

Obtaining a DBS barred list check

In addition to complying with the Disclosure and Barring Service requirements our school is also registered to access checks (including past checks) on the DBS Barred list (not only for teachers). The school computer has a direct link, which is password protected, to the DBS barred list. Therefore, within seconds of any visitor being in school and providing the office with a form of identification with their name and date of birth, an online check can be made. We carry out a barred list check for all new employees, volunteers and contractors irrespective of whether they possess an enhanced DBS Certificate.

Applicant-only certificates

The DBS Code of Practice states that we should make our recruitment decision only after having seen a physical copy of the applicant's certificate. Therefore, until such time we have seen the original certificate, appropriate measures to safeguard children must be put in place as described in the *ISI Regulatory Handbook*. The regulatory requirement for the single central register is that the date on which the certificate was obtained is recorded. This should therefore be the date that we saw the original certificate and not the issue date.

DBS Update Service

We anticipate that the update service will be popular with visiting staff including music teachers, sports coaches and invigilators. Instead of applying for a new check, we may choose to complete a free online update, which covers both the disclosure certificate and barred list check. The date when the update was completed, and the initials/name of the checker should be recorded on the single central register. Where the update result indicates that the certificate is no longer current, a new certificate must be applied for and appropriate safeguards put in place until the new result is available

Recruitment of Ex-Offenders

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out in paragraph 5.2 below. In view of the fact that all positions within the School will amount to "regulated positions" within the meaning of the Protection of Children Act 1999 (as amended by the Criminal Justice and Courts Services Act 2000), all applicants for employment must declare all previous convictions (including those which would normally be considered "spent" under the Rehabilitation of Offenders Act 1974). A failure to disclose a previous conviction may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct.

A failure to disclose a previous conviction may also amount to a criminal offence. Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the Disclosure and Barring Service of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. If the School: receives an application from a disqualified person; is provided with false information in, or in support of an applicant's application; or has serious concerns about an applicant's suitability to work with children.

The School will report the matter to the Police and the Disclosure and Barring Service.

Appointment of Staff from Abroad

If we appoint staff that have lived or worked abroad we continue to undergo the necessary checks as described above. We will also make further checks appropriate to the person living abroad, such as a local certificate of good conduct (in keeping with the relevant embassy for that country), and take extra care when taking up additional written references. (See DBS via GOV.UK website, search overseas checks, locate the country required and advise the candidate how to access any local criminal record check pertaining to each relevant country). We do this because we must take into account any relevant events that occurred outside the UK as part of our recruitment process. All such information will be recorded on the central record of vetting and barring checks.

Records

Brief and accurate written notes will be kept of all incidents of possible child protection or child in need concerns relating to individual pupils. Preferably the Pupil Safeguarding concerns sheet attached to this policy will be completed, although this may not always be possible. This information may be shared with other agencies as appropriate.

Child Protection records are not open to pupils or parents; the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead and the Headmistress only may access them. Referrals made to Children's Services under the Oxfordshire County Council Safeguarding Children Board procedures will be recorded on the Inter-agency Referral form. If a pupil is withdrawn from the School having not reached the normal date of transfer; due to a family move or for any other reason, all efforts will be made to identify any new address and the School to which they are being admitted and to ensure that their educational records are sent without delay to that School. If the parent/carer fails to provide this information, an urgent referral will be made to the Local Authority in order that they might make further enquiries. If educational records are sent to this School concerning a child who is not registered by the parent, the records will be returned to the sending School with a note, advising them to refer to their Local Authority.

A child's name will only be removed from the School's Admissions Register in accordance with the Pupil Registration Regulations. Child Protection records will be sent to receiving schools separately and under confidential cover. The content of Child Protection Conference or Review reports prepared by the School will be in accordance with the Local Authority criteria and will, wherever possible, be shared with the parents/carer in advance of the meeting. The School will require documentary proof as to the identity of pupils presented for admission. If there is any doubt as to the identity of a pupil, advice will be sought from the local authority and other statutory agencies, as appropriate. We will maintain accurate records of those with Parental Responsibility and emergency contacts. Pupils will only be released to the care of those with Parental Responsibility or someone acting with their written consent.

Responding to Parents

The Headmistress must be notified of a concern before involving parents in conversations about abuse. It is important to be open and honest with parents and where appropriate, they should be informed as soon as possible about any concerns regarding their children. Parents will always be told the source of a referral if it comes from a professional agency e.g. a school. Members of the public can ask to remain anonymous. An honest approach is always more productive and likely to help a school's future relationship with the parents. In cases of alleged abuse, especially in cases of sexual abuse, social services should be informed first, in case the alleged abuser is part of the household and they might put pressure on the child to deny or withdraw the allegation. Staff must be careful neither to blame parents nor to dismiss allegations because they are familiar with the parents.

The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member there will be no contact by the school prior to the referral, (although the reasons for this course of action will be documented on the referral). Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to the local authority will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

Parents are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the child, first and foremost. Any parent asking the school

to get involved in contact disputes must refer such matters to the appropriate authorities, such as the court and CAF/CASS/NSPCC. Parents wishing the school to actively take sides outside the best interests of the child will find their child is referred to the appropriate relevant agency to protect the child, including from being at risk of emotional harm. Contact orders must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions.

Promotion of Welfare

The ethos of St John's Priory School is to promote social and moral wellbeing, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils are encouraged to take part in a large number of charitable activities including supporting those that work on behalf of children living in less favourable conditions than is acceptable. We see this as making an important contribution towards the development of the whole person, who grows up to value society and expect to make a personal contribution towards society as a whole.

Equal treatment

We are committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. (Please refer to our Equality and Diversity Policy)

Bullying

Bullying, harassment and victimisation and discrimination will not be tolerated. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school should report its concerns to the local authority social care department. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate toward each other, the staff and the school. Any kind of bullying is unacceptable. (Please refer to our Anti-Bullying Policy)

Allegation of abuse of a child who is not a pupil at the school

If St John's Priory School was given information that suggested that a member of staff was abusing a child who is not a pupil at the school, we would immediately pass such information to the LADO to handle. We would then formally advise the employee of the allegation, making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a pupil at the School. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

Dealing with allegations of abuse against teachers and other staff:

We ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE), Local Safeguarding Children's Board (LSCB) and Oxfordshire County Council.

- Procedures need to be applied with common sense and judgement;

- Allegations found to be malicious should be removed from personnel records
- Records must be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

First Aid and Medical Plans

Except in cases of emergency, qualified First Aiders only will administer first aid. All first aid treatment will be recorded and will be shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

Staff taking medication or other substances

Staff members may not be under the influence of alcohol or any other substance, which may affect their ability to care for children. If any member of staff is taking medication, which may affect their ability to care for children, those practitioners should seek medical advice and should inform the Headmistress. The Headmistress will review the medical advice, in consultation with the member of staff. The school will only allow practitioners to work directly with children if the medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Should a member of staff need to bring their medication to school with them, it must be securely stored, in a locked cupboard or in the Headmistress' office, out of the reach of children at all times. It will always be the responsibility of the staff member taking the medication to take primary responsibility for their own health and wellbeing and to ensure that they are in no way impaired in their duties.

Working in Partnership with Parents

We work in partnership with parents or carers to secure the best outcomes for our children. All parents need to understand that we have a duty to safeguard and promote the welfare of the children of our school, that this responsibility necessitates a child protection policy and procedures, and that we may need to share information in partnership with other agencies when there are concerns about a child's welfare. Parent/carer(s) will also be reminded that, where appropriate, any referral will be discussed with them before the referral will be made. However, parent/carer(s) **will not be** contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where children's social care or the LCSS have advised as such. The child's safety and welfare will always be our main priority. All parents applying for places at this School will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

We will therefore communicate as clearly as possible about the aims and ethos of the School including:

- Using clear statements in our brochures and correspondence;
- Involving pupils in the development of Codes of Conduct and Behaviour policies and communicate these to parents;
- Liaising with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families;
- Being alert to the needs of parents/carers for whom English is an additional language (EAL);

- Keeping parents informed as and when appropriate
- Seeking to discuss any concerns about a child's welfare with parents however in certain circumstances this may not be deemed appropriate.

Child's Death

In the event of a death of a child/young person the Headmistress must notify both Oxfordshire County Council Child Death Administrator and the Social Care Department Duty Team.

Contractors

Contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for it. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks and Barred List checks to be undertaken. The Headmistress will undertake the above checks when individual risk assessments deem this to be appropriate. During major works, when large numbers of workers and subcontractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and subcontractors will be issued with copies of the school's professional code of conduct for staff.

Confidentiality

We regard all information relating to individual child protection issues as confidential and treat it accordingly. We pass information on to appropriate persons only. Working notes will be kept on file. It must be made clear that the person confided in as an adult, must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation, only adds to the abuse. If a child requests a talk 'in confidence' the member of staff will explain that they cannot promise to do so. If an adult who works with children is in any doubt about whether to share information or keep it confidential, then guidance must be sought from Designated Safeguarding Lead or the Headmistress in her absence. Any actions should be in line with locally agreed information sharing protocols. While staff need to be aware of the need to listen to and support children and young people. They can only promise to act in the best interests of the child and that they will keep them informed of what is happening. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111

Use of ICT (please refer to our E-safety Policy)

Concerted action is required to tackle cyber bullying. All computer equipment and Internet access within our school is subject to appropriate controls and Internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. Safety controls within school are in place at all times. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential, and then, only during their non-contact time, and when children are not present.

We recognise that technology offers fantastic opportunities for children but that it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyber bullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available. If staff contribute to Internet blogs or access social networking sites such as Facebook, they should neither mention the school nor make any reference to the schools or their employment at them. Staff are also advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute.

Website Child Protection Policy

The school operates the following policy on its website regarding the use of photos, to ensure the privacy and safety of children at the school:

- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed.
- Where children are named, only their first names are given.

Observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate. The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils, who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other information about children is ever published on the website such as surnames or contact details. The school cannot be held responsible for the actions of non-school staff acting in a way to compromise or breach school policies on website protection for our children. Any such incidents will be immediately addressed and dealt with in an appropriate manner.

Parent's Contact Information

As a school we do not give out contact information/personal details to other parents, without the permission of parents. All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children.

Dismissal or resignation after misconduct

Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: unacceptable professional conduct; conduct that may bring the profession into disrepute; or a conviction, at any time, for a relevant offence. Further guidance is published on the TRA website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an TRA referral.

Contacts

Oxfordshire County Council – County Hall – 3rd Floor – New Road – Oxford – OX1 1ND Tel: 01865 815843 – Fax: 0845 605 4165

Oxfordshire Safeguarding Children Board – email: oscb@oxfordshire.gov.uk tel: 01865 815843

- **New Referral:** Contact the **Multi-Agency Safeguarding Hub (MASH)** on 0345 050 7666
- **Open Cases:** 0345 050 7666 **Emergency Duty Team** – 0800 833 408
-

Locality Community Support Service - 0345 2412703 - LCSS.North@oxfordshire.gov.uk - Samuelson House, Tramway Rd, Banbury OX16 5AU

- Non-emergency, emerging concerns about a child
- No-names consultation
- Support or guidance with an Early Help Assessment

Local Authority Designated Safeguarding Officer: Alison Beasley (Designated Officer)

Email: LADO.SafeguardingChildren@Oxfordshire.gov.uk / Alison.Beasley@oxfordshire.gov.uk Tel: 01865 815956
Mobile: 07833 436649

Donna Crozier (Assistant Designated Officer)

Email: donna.crozier@oxfordshire.gov.uk Tel: 01865 323457 Mobile: 07901 331799

Sandra Pasquet (Assistant Designated Officer)

Email: sandra.pasquet@oxfordshire.gov.uk Tel: 01865 323457 Mobile: 07785453264

if you cannot reach the above officers in the first instance then please contact the Safeguarding Team. Tel: 01865 810603

Oxfordshire Police Counter-Terrorism Unit: Channel: The Single Point of Contact (SPOC) for Oxfordshire's Channel Panel referrals is Shaun Greenough - SECTU Channel Coordinator Mobile: 07900 709126 or email: preventreferrals@thamesvalley.pnn.police.uk

NSPCC 0800 800 5000

Childline 0800 1111

Independent Schools Inspectorate

CAP House

9-12 Long Lane
EC1A 9HA
London
Tel: 0207 600 0100 Email: info@isi.net Website: www.isi.net

Ofsted

Piccadilly Gate
Store Street Manchester
M1 2WD
Helpline: 0300 123 1231

Disclosure and Barring Service (DBS)

Referrals telephone number 01325 953 795 Referrals Address - PO Box 181, Darlington, DL1 9FA

NSPCC Child Protection Helpline: 0808 800 5000

NSPCC Whistleblowing Hotline: 0800 028 0285

Proprietor: Giorgio Mystowski: Email - g.mystowski@stjohnspriory.co.uk Tel: 07726 6195001