Oakmeadow CE Primary and Nursery School

Safeguarding and Child Protection Policy & Procedures

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1. Introduction

Oakmeadow CE Primary & Nursery School Governors and staff fully recognise the contribution the School makes to safeguarding children. We recognise that the safety and protection of all children is of paramount importance, and that all staff and volunteers have a full and active part to play in keeping them safe from harm.

We believe that the Oakmeadow CE Primary & Nursery School should provide a caring, positive, safe and stimulating environment, which promotes all childrens' social, physical, emotional and moral development.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children in line with, 'Working Together 2018', and 'Keeping Children Safe in Education (KCSIE)', September 2018.

The aim of this policy is to:

- ensure that the child's development is supported in ways that will foster security, confidence and independence;
- raise the awareness of teachers, associate staff and volunteers, of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of abuse;
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse;
- emphasise the need for good levels of communication between all members of staff, and those with designated responsibility for child protection, health and safety, and other safeguarding responsibilities;
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises to provide any other before and after school activities.

This policy will have consideration for, and be in compliance with, the following legislation, statutory guidance and key information:

- Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges, 2019, Department for Education (DfE)
- Shropshire Safeguarding Children Board (SSCB) online procedures
- Working Together to Safeguard Children 2018
- The 'Prevent' Duty, July 2015
- Shropshire Safeguarding Children Board (SSCB) Threshold Guidance Document
- **Ofsted Inspection Framework 2019**
- Teaching Regulation Agency – DfE
- The Children Act 1989 and 2004
- Section 3 (5) of the Children Act 1989
- Counter-terrorism and Security Act 2015
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015
- Children and Families Act 2014
- Data Protection Act 2018
- (For Church Schools) Valuing All God's Children: Guidance for CoE Schools on challenging homophobic, biphobic and transphobic bullying

2. Responsibilities

Oakmeadow CE Primary & Nursery School Governing Body will ensure that:

- trained Link Governors are appointed for safeguarding and child protection, and Children in Care (CIC); these Governors will attend training/updates every three years;

- it is the role of the Governor with responsibility for safeguarding, in the Local Governing Body, to take an interest in this area and keep the Local Governing Body up to date with changes or issues that might arise, supported by the Headteacher;

- a member of the Oakmeadow CE Primary & Nursery School Governing Body will have a responsibility for ensuring Safeguarding arrangements are compliant and effective;

- The Local Governing Body will ensure that a senior member of the school's Leadership Team is designated to take the lead responsibility for Safeguarding. This will include providing advice and guidance to staff, liaising with relevant Local Authority teams, and fully engaging with multi-agency teams;

- the Chair of Governors will liaise with the Local Authority Designated Officer, in the event of allegations of abuse made against the Headteacher.

The Oakmeadow CE Primary & Nursery School creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject, or identify people who may pose a risk to children (Part Three: Safer Recruitment: Keeping Children Safe in Education 2**019**).

At least one member of an appointed interview panel will have attended safer recruitment training.

A member of staff of the school's leadership team in the School is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead, alongside deputies, will have a safeguarding overview. The Designated Safeguarding Leads for the school are listed at Appendix A.

The School will keep a single central record that, as a minimum, evidences the following:

- All staff have been employed in compliance with safer recruitment requirements (Part Three: Safer Recruitment: KCSIE **2019**).
- Date of employment.
- Identity and address confirmed, with date.
- Qualifications checked, with date.
- References checked, with date.
- Prohibition from teaching check, with date (for teaching staff).
- Section 128 prohibition check, with date.
- Barred list check, with date.
- Enhanced Disclosure and Barring Service (DBS) check, with date.
- Right to work in the UK, with date.
- Checks confirmed by, and date.

The adequacy of resources committed to child protection, and the staff and governor training profile is regularly monitored. All staff will be made aware of school systems within each setting to support safeguarding; this will include awareness of the Behaviour for Learning Policy, Staff Code of Conduct, children missing education responses, alongside awareness of the role, and identification, of the Designated Safeguarding Lead.

All staff, Governors and volunteers will be provided with copies of Part One of the Keeping Children Safe in Education 20**19** document. Also, to ensure that procedures for dealing with allegations against staff and volunteers in accordance with Shropshire Safeguarding Children Board (SSCB), **Shropshire Safeguarding Partnership** are followed.

The Shropshire Safeguarding Partners are: Shropshire Council, Shropshire Clinical Commissioning Group and West Mercia Police. The Shropshire Safeguarding Partnership (SSP) gives strategic direction to, oversees and drives forwards the business of both adult and children safeguarding activity.

The policy is available to parents/carers on request, and this policy and practice complements other policies concerned with childrens' wellbeing in the School.

The Oakmeadow CE Primary & Nursery School fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, Governors and volunteers working in the school. There are five main elements to our policy:

1. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues, and equipping children with the skills needed to keep them safe.
3. Implementing procedures for identifying and reporting cases, or suspected cases of abuse.
4. Supporting children who have been abused in accordance with their agreed Child Protection Plan.
5. Establishing a safe environment in which children can learn and develop.

The staff member in the role of Headteacher will ensure that:

- the policies and procedures adopted by the governors are followed by all staff;
- the policy is updated annually, and is available publicly via school websites, or by other means;
- the Designated Safeguarding Leads review the six-monthly updates of the SSCB procedures;
- sufficient resources and time are allocated to enable the Designated Safeguarding Leads, Deputy Designated Safeguarding Leads and other staff, to discharge their responsibilities, including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- a list of all staff and volunteers, and their safeguarding training dates, is maintained;
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice with regard to children, and that such concerns are addressed in a timely manner, in accordance with agreed policies.

Headteachers across the School will access Child Protection training, which is updated regularly, in line with advice from Shropshire Safeguarding Children Board.

The role of the Link Governors, for Safeguarding Child Protection, shall include:

Monitoring of procedures relating to liaison with the Local Authority Designated Officer, Children's Social Care and the Police, in relation to any allegations of child abuse made against the Headteacher, including attendance at relevant meetings.

Allegations against the Headteacher of the Oakmeadow CE Primary & Nursery School

Where an allegation is made against the Headteacher this should be referred to the Chair of the Local Governing Body, as well as the Local Authority Designated Officer.

The Role of the Designated Safeguarding Lead

All Designated Safeguarding Leads across the School will:

- be a senior member of staff from the leadership team;
- have their roles explicitly defined in their job descriptions;

- be given sufficient time, funding, supervision, and support, to fulfil their child welfare and safeguarding responsibilities effectively;
- ensure that all staff recognise their roles in sharing of information;
- ensure Designated Safeguarding Lead and Deputies undergo updated child protection training every two years;
- liaise, in accordance with the Shropshire Safeguarding Children Board procedures, when referring a child where there are concerns about possible abuse or harm;
- be able to access the contents of the Shropshire Safeguarding Children Board/ **Shropshire Safeguarding Partnership** procedures and Personnel procedures (on Shropshire Learning Gateway) and make these accessible to all staff;
- ensure all staff, including supply teachers, visiting professionals working with children in each school, and volunteers, are informed of the names and contact details of the Designated Safeguarding Lead and Deputies, and the school's procedures for safeguarding children;
- support staff who attend strategy meetings and/or case conferences;
- support staff and volunteers who may find safeguarding issues upsetting or stressful by enabling them to talk through their anxieties, and to seek further support from the school leadership group, or others as appropriate;
- ensure involvement of other lead professionals eg where there are concerns about any child including those who are Children in Care (CIC);
- ensure all staff attend safeguarding and child protection training, and receive updates via email or staff meetings, to keep their skills and knowledge up to date.

The Designated Safeguarding Lead will also ensure that:

- written records of concerns are kept, even if there is no immediate need for referral, and monitored using the Multi-Agency Referral Form, Family Webstar, Empowering Communities Inclusion and Neighbourhood Management System (ECINS), and the Strengthening Families procedures;
- all Deputy Designated Safeguarding Lead staff understand, and are able to follow, the options for referrals which include: internal support, Early Help, and statutory referral processes. This will also require follow up action with relevant agencies;
- all child protection records are marked as such, and kept securely locked, and separate from other files;
- children's records are kept separately, and marked as appropriate to indicate other confidential records are being held elsewhere;
- if there are concerns about attendance, and a child's wellbeing and safety, the Education Welfare Officer is contacted;
- if a child has a Child Protection Plan, and is absent without explanation for two days, their key worker in Safeguarding is contacted;
- phone calls in relation to absences are similarly logged;
- records are monitored for patterns of absence, and appropriate action is taken;
- where there are existing concerns about a child, and they transfer to another school **in this authority**, the information held eg Family Webstar Assessment and Whole Family Action Plan, is forwarded under confidential cover, and separate from the child's main file, to the Designated Safeguarding Lead for child protection in the receiving school;
- where a child has a child protection file and transfers to another school or college, or to the Social/Children's Services **within a new authority,** or if the child is transferring to a school in another authority which has not yet been identified, the Designated Safeguarding Lead of the new school/college is informed immediately. If there is no school placement identified, the file will remain with the school until a new school has been identified and contact is made with the Designated Safeguarding Lead;
- their child protection file is transferred as soon as possible. This should be transferred separately from the main child file, ensuring secure transit, and confirmation of receipt should be obtained. This file must be sent separately to the child's main file;
- for all children that have a child protection chronology file and are leaving school either at the end of the academic year or through a mid-term transfer, the Designated Safeguarding Lead should consider making contact with the child's new school in advance of the child starting.

3. Procedures

We will follow the procedures set out by the Shropshire Safeguarding Children Board/ **Shropshire Safeguarding Partnership** and take account of guidance issued by the Department for Education.

The School will:

- ensure it has a Designated Safeguarding Lead at the school, who will undertake regular, appropriate training for this role. Each school's Designated Safeguarding Lead will be a member of the Leadership Team;
- ensure it has a member of staff who will act in the absence of the Designated Safeguarding Lead;
- ensure every member of staff (including temporary and supply staff and volunteers) and Governors of the Local Governing Body know the name of the Designated Safeguarding Lead and their role;
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, and responsibility for referring any concerns to the Designated Safeguarding Lead;
- ensure that all staff are aware of the early help process, and understand their responsibility to take timely action to help a child if they have a safeguarding concern;
- ensure that all staff are aware of Female Genital Mutilation (FGM) **and forced marriage** and recognise their legal duty in reporting **FGM** to the Police with the support of the Designated Safeguarding Lead;
- ensure that all staff will have undertaken the Shropshire Safeguarding Partnership Raising Awareness Training;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection;
- develop effective links with relevant agencies, and co-operate as required, with their enquiries regarding safeguarding matters, including attendance at strategy meetings, initial case conferences, review conferences, core group, child in need review meetings, and allowing access from host local authorities, where appropriate, to support the completion of Section 17 or 47 assessments;
- ensure that all staff are aware of the signs of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE), as well as other forms of abuse, and recognise their responsibilities in reporting any concerns immediately to the Designated Safeguarding Lead;
- ensure that the duty of care towards its children and staff is promoted by raising awareness of illegal, unsafe, and unwise behaviour and assist staff to monitor their own standards and practice;
- be aware of, and follow, procedures set out by Children's Services and the Shropshire Safeguarding Partnership where an allegation is made against a member of staff or volunteer;
- ensure that schools across the School undertake regular audits of child protection procedures;
- ensure safer recruitment practices are always followed;
- ensure that all Governors across the School have an enhanced DBS Check.

Our procedures will be reviewed annually and updated in accordance with current legislation.

4. School Staff, Volunteers and Visitors

When staff join the School, they will be informed of the safeguarding children arrangements in place and given the Safeguarding Summary booklet. They will also be given electronic access to this policy, both of which highlight who the Designated Safeguarding Lead is, who acts in their absence, and who the Link Governor for Safeguarding is. All settings will have photographic images of the Safeguarding staff placed appropriately around the school site to assist with identification for new staff.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, and how to record a concern about the welfare of a child. All staff will be required to complete mandatory Child Protection training regularly, in line with SSCB/ **SSP** advice, currently every three years. This SSCB training will provide information regarding SSCB/ **SSP** Early Help processes, referral processes and actions possible following a referral. This will include S17 and S47 detail.

All volunteers and regular visitors to the School will be told where our Policy is kept and given the name of the Designated Safeguarding Lead and Deputies, and the Summary booklet. A copy of this Policy will be available at the main school reception at each site. All staff will wear appropriate name badges within school and all visitors will sign into school for each visit. Staff with completed DBS checks will wear grey lanyards, staff without a completed DBS check will wear red lanyards and will be accompanied onsite at all times.

All volunteers will be required to undertake **SSP** Level 1 Raising Awareness in Child Protection training.

5. Procedures for off-site learning and work-based learning

Our 'Employers Guide to Work Experience' booklet outlines in full the protocols for safeguarding children on work-based learning placements.

The Education Business Partnership (EBP) ensures that all placements for our children are appropriate in terms of health and safety, and types of business and insurance.

DBS checks are requested by the EBP if a placement is extended (more than 15 days) or if the employer is going to be in a 'one to one' situation with a child.

The EBP provides the workplace with guidance regarding health and safety and child protection protocols.

Similar checks are in place for Young Apprenticeships and all pre-16 Provision.

6. Managing a Disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and Schooling relationships with them. If a child discloses directly to a member of staff, they must act immediately and speak to the Designated Safeguarding Lead or Deputy; the following procedures will be followed. There are keywords that, when used, should be triggers for action, regardless of intent. In the case of violent, sexual, racist or prejudiced language, the least that should happen is a record of the incident, a discussion with the child, and parents/carers informed, ie rape, rapist, sexual assault or forced sexual activity.

Listen carefully to what is said
Ask no leading questions (ie questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, eg "Did your Dad hit you?"). The questions will relate to clarification of what has been expressed by the child.

Do not force the child to repeat what he/she said in front of another person
Following a disclosure, the member of staff should talk immediately to the Designated Safeguarding Lead and complete a written record, and parents/carers of both parties informed, unless it will place a child at further risk of significant harm.

Recording
Ensure that the disclosure is recorded using the words said by the person making the disclosure.

7. Information Sharing and Confidentiality

We recognise that all matters relating to Child Protection are confidential. The Headteacher or Designated Safeguarding Lead will disclose any information about a child to other members of staff, on a need to know basis only.

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

- All staff must be aware that they cannot promise a child to keep secrets, or promise confidentiality, and must always act in the interests of the child.

- School will work in close contact with the police and First Point of Contact (FPOC) and follow advice and guidance with all referrals made.

- Where the judgement is made that neither the alleged victim or the alleged perpetrator are put at further risk by engaging with the parents/carers, they will be called and involved in the referral process and future decision making. In the case where a decision is made not to engage with the parents/carers of the alleged victim or alleged perpetrator due to the child being of ability to make informed decisions, or the contact would place the child at risk of significant harm, a note explaining why that decision was made will be placed on the child's safeguarding file.

- Information relating to any safeguarding situation should be treated as evidence and should only be passed on in a secure environment or through secure systems. To prevent harmful gossip, and to protect all parties, no further conversations should be held by staff, unless directly involved in the case. Any breach will be dealt with appropriately by the Designated Safeguarding Lead or the Senior Leadership Team.

8. Record Keeping

Any member of staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be timed, dated and signed, with the name printed alongside the signature.

The notes then need to be passed immediately to the Designated Safeguarding Lead, who will place them into an allocated child file stored within the locked safeguarding cabinet. A chronology of safeguarding events and referrals will also be logged.

For non-safeguarding matters, notes should be recorded on SIMS and, if further evidence such as statements are taken, they should be placed on the child's main file.

The Designated Safeguarding Lead should be informed of all safeguarding concerns, no matter how small, even if no further action is to be taken.

9. Supporting Children

We recognise that children who are abused, or witness abuse, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant, or they may be withdrawn. The school will endeavour to support the child through the content of the curriculum, alongside the following:

- The school ethos, which promotes a positive, supportive and secure environment, and gives children a sense of being valued.
- The school Behaviour for Learning Policy, which is aimed at supporting vulnerable children in the school. The school will ensure that the child knows that some behaviour

is unacceptable, but they are valued, and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the child such as the 0-25 Emotional Health and Wellbeing Service (formerly CAMHS), Education Welfare Service and Educational Psychology Service, and those agencies involved in the safeguarding of children.
- Contacting the Initial Contact Team - Compass, immediately there is a significant concern.
- Providing a range of support structures within the school, such as the buddying and mentoring programmes, and referrals to mentors.
- Providing continuing support to a child about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded, under confidential cover to the child's new school.
- Provide opportunity for the child's wishes or feelings to be taken into account when determining the action taken, though always acting in the best interests of the child. Systems are in place to allow for this through discussion with the child.
- Offer opportunities for all children to access a curriculum that includes safeguarding, including online safety awareness.

10. Working with Parents/Carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a child with the family and, where appropriate, seek their agreement to making referrals to the Initial Contact Team.
- The use of an external agent **must** be engaged when any safeguarding concern relates to a staff member or family member.
- Where there are any doubts, the Designated Safeguarding Lead should clarify with the Initial Contact Team, whether, and if so when and by whom, the parents should be told about the referral.
- The child's views will be considered in deciding whether to inform the family, particularly where the child is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The use of Compass – Early Help Line may also be used for advice and guidance in child protection matters.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all children. The school may need to share information and work in partnership with other agencies, when there are concerns about a child's welfare.
- If there is a situation involving a member of staff or family member of a member of staff, to ensure that the person investigating, or taking charge of the enquiry, has sufficient authority to enable them to carry out their duties without fear of consequence. In these cases, a senior or external neutral agent might need to be engaged to ensure procedure is not impacted on, in a way that might prejudice procedure. Where the person is a Headteacher, or a person holding a higher position in the School, it would be advisable to engage the support of a senior safeguarding lead or Chair of Governors.

11. Children in Care/Previously in Care

All schools within the School will have a designated teacher for children in care. Under this role, for each child they:

- know the child's looked after legal status (looked after under voluntary arrangements with consent of parents, or an interim, or full care order);
- hold contact arrangements for birth parents, or those with parental responsibility;
- hold information about the child's care arrangements, and the levels of authority delegated to the carer by the authority looking after them;
- hold details of the child's social worker, and the name of the virtual school head in the authority that looks after the child;

- know that a previously looked after child may remain vulnerable and may require ongoing additional support. All staff will monitor these children carefully and refer to the Designated Teacher for Looked After Children.

12. Children Missing Education

Oakmeadow CE Primary & Nursery School has in place appropriate safeguarding responses, to ensure effective recording of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or Child Sexual Exploitation, and to help prevent the risks of their going missing in future. Detailed risk assessments are to be completed as appropriate, ie Shropshire Safeguarding Children **Partnership** Child Sexual Exploitation Guidance for Practitioners. Each individual setting will, where possible, ensure that two emergency contact numbers are available for all children.

13. Children with Special Educational Needs and Disabilities (SEND)

All staff across the School will be aware that this group of children may face additional safeguarding challenges.

Designated Safeguarding Leads and Deputies will take into consideration the additional needs of the child when acting on a safeguarding concern. These include:

- being prone to peer group isolation;
- potential for negative behaviours of others to impact on the child but no signs being demonstrated;
- inability to communicate concerns, therefore other methods must be investigated.

The School will ensure that additional pastoral/SEND support is available when needed.

14. Supporting Staff

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead, and to seek further support as appropriate.

15. Safer Recruitment and Selection of Staff

With regard to the recruitment of staff, the School follows the relevant policies and procedures in this policy and those in DfE guidance.

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced disclosure from the DBS.

The recruitment process is robust in seeking to establish the commitment of candidates to support the School measures to safeguard children and to deter, reject or identify people who might pose a risk to children or are otherwise unsuited to work with them. Schools within the School will access the new Teacher Services system as part of safer recruitment. This is a database that can be used prior to appointing a teacher to check for prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions.

16. Allegations against Staff

There are clear policies in line with those from the SSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In addition, the Local Authority Designated Officer (LADO) is to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

Any allegation should be reported immediately to the Headteacher within the school. The LADO should also be informed, within one working day, of all allegations that come to an employer's attention or that are made directly to the police. Also, if the School removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the DBS.

We understand that a child may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Designated Safeguarding Lead, who will inform the Headteacher.

The Designated Safeguarding Lead on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer. If the allegation made to a member of staff concerns the Headteacher, a designated teacher will immediately inform the Chair of Governors, who will consult with the Local Authority Designated Officer.

If the allegation made to a member of staff concerns the Headteacher or a designated teacher will immediately inform the Chair of the Governors who will consult with the Local Authority Designated Officer.

If an allegation concerns staff working for Shared Services within the School, the Designated Safeguarding Lead at the school attended by the child making the allegation must be informed immediately, or the Designated Safeguarding Lead for the School.

The school will follow the School's procedure for managing allegations against staff, a copy of which will be readily available in each school.

17. Prevention

We recognise that our school plays a significant part in the prevention of harm to our children by providing them with good lines of communication with Schooled adults, supportive friends and an ethos of protection.

The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;

- ensure children know that there are adults in each school whom they can approach if they are worried or in difficulty, such as the form tutor, child support teams within the Key Stage areas, buddying and mentoring systems;

- include in the curriculum, opportunities that equip children with the skills they need to recognise and stay safe from harm and/or from abuse.

18. Abuse of School

We recognise that as adults working in the schools, we are in a relationship of School with the children in our care and acknowledge that it is a criminal offence to abuse that School.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies, irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of School.

We recognise that the legislation is intended to protect young people in education who are under 18 years of age.

19. Equality

Our Equality Policy ensures the equality of education and opportunity for all children, irrespective of race, gender, disability, faith or religion or socio-economic background, or other protected characteristic. Repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures. A separate log of these incidents will be kept and shared on a regular basis with Governors and Local Authority.

Special Educational Needs and Disabilities: staff will be aware that children with disabilities will be vulnerable to forms of abuse including online abuse. Staff will respond appropriately to any concerns and alert the Designated Safeguarding Lead.

20. Online Safety including ICT and Mobile Phone Use

The use of mobile phones and other electronic devices, such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers, and how to keep themselves safe. This includes:

- keeping personal details secure;
- understanding that not all content is appropriate, truthful or legal;
- what to do if they do accidently access inappropriate or illegal content;
- what to do if they are upset by something they receive;
- what to do if they are going to physically meet someone they have met online.

Children's mobile phones will be expected to be turned off and placed into the bottom of their bag. If seen or used, the phone will be confiscated, and the Behaviour for Learning Policy will be applied.

Our ICT policy recognises that internet safety is a whole school responsibility (staff, children and parents).

> *Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.*

We therefore recognise our responsibility to educate our children, teaching them the appropriate behaviours and critical thinking skills, to enable them to remain both safe and legal when using the internet and related technologies. These issues are addressed within the curriculum, in the tutor programme and in assemblies.

Children will access specific training through the curriculum alongside external visits and assemblies related to online safety.

- Peer on Peer Abuse: staff will recognise the signs of peer on peer abuse and will report any concerns using the school's Behaviour for Learning Policy.
- Sexting: staff will recognise that sexting is a form of peer on peer abuse, which needs reporting to the Designated Safeguarding Lead immediately.

The School network filters for key words related to safeguarding concerns, including Prevent and extremist material. These are monitored monthly and amended where needed.

21. Health and Safety

Our Health and Safety Policy reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the schools when undertaking school trips and visits.

22. Protecting Children from Radicalisation/Prevent

The government set out its definition of British values in the 2015 Prevent Strategy; this promotes the values of: democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs.

Extremism is the vocal or active opposition to British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance to different faiths and beliefs.

Radicalisation refers to the process by which a person is encouraged to support terrorism and extremist ideologies linked to terrorist groups.

If a member of staff has a concern about a child, they will follow the safeguarding procedures and ensure that an immediate discussion is carried out with the Designated Safeguarding Lead. The Designated Safeguarding Lead should contact:

West Mercia Prevent Team: Detective Sergeant Stuart Clark- 01386 591835 or
PC Manjit Sidhu- 01386 591815

The Prevent Team email is: prevent@warwickshireandwestmercia.pnn.police.uk

Prevention in the Curriculum

Oakmeadow CE Primary & Nursery School recognises the importance of developing childrens' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The Personal, Social and Health Education (PSHE) programme in each key stage provides personal development opportunities for children to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, children are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations, and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure.

The School promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of

children, and prepares them for the opportunities, responsibilities and experiences of life. The School promotes community cohesion and safeguards against biased, or unbalanced teaching and the promotion of partisan political views and ensures that when political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views.

The Designated Safeguarding Lead in each school will take on the lead role for Child Sexual Exploitation, and prevention of radicalisation. Staff are encouraged to inform the appropriate Designated Safeguarding Lead if any issues arise related to the above areas.

23. Honour- based Violence

Honour-based' violence includes Female Genital Mutilation and Forced Marriage.

"Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take" (DfE, 2019a)

Female Genital Mutilation

If staff have any concerns with regards to people carrying out female genital mutilation, this must be reported following the same procedures as with any other Child Protection issue, with the amended action of the teacher having a legal responsibility for reporting this to the Police. Staff will be aware of procedures and know how to report a concern related to FGM.

Reporting of female genital mutilation is mandatory and a legal duty. Reporting should be to the police if:

Informed by a girl under 18 that an act of FGM has been carried out on her.
or
Staff have observed physical signs which appear to show FGM has been carried out on a girl under 18.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty, which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if the member of staff knows that another individual from the School has already made a report; there is no requirement to make a second. We may not seek parental consent, if this may put the girl at increased risk of significant harm.

For further information, please refer to: https://www.gov.uk/government/publications/female-genital-mutilation-leaflet

Forced Marriage

Forced marriage is the act of forcing a person into marriage. The forced marriage is where a person is entered into without giving full consent for one or even both parties. There may be violence, threats or coercion involved. These threats can have a long-term impact on the emotional wellbeing of the person/s. This is a crime in England and Wales.
Children living in households where there is honour-based violence, including forced marriage could be at significant risk of harm. Oakmeadow CE Primary & Nursery School staff will seek support for victims and their children through the referral processes using Compass as the initial contact.

Depending on the level of risk, Designated Safeguarding Lead staff may/may not consult parents/carers before contacting Compass.

Further details can be accessed by calling the Forced Marriage Unit on 020 70080151.

24. Domestic Abuse

Children living in households where there is domestic abuse, such as coercion or violence, including honour-based violence, could be at significant risk of harm. Oakmeadow CE Primary & Nursery School staff will seek support for victims and their children through the referral processes using Compass as the initial contact.

Depending on the level of risk, Designated Safeguarding Lead staff may/may not consult parents/carers before contacting Compass.

25. Peer-on-peer Abuse

Staff will be aware that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Victims of peer abuse will be supported as they would be if they were the victim of any other form of abuse, in accordance with this Policy. Peer-on-Peer abuse can be carried out regardless of gender, however there is a greater risk that females will be victims and males perpetrators. **In line with the new Keeping Children Safe in Education September 2019 sexual violence and harassment are now recognised as a form of peer on peer abuse.**

All staff will act immediately to alert relevant staff if they are aware of any risk of peer-on-peer abuse. All incidents will be recorded, statements taken, and evidence provided where possible. **Bullying including cyberbullying is categorised under this category and is taken seriously by the School.** Actions will then be carried out by staff to support the victim. This may include counselling, mentoring, or participation in the Empower Course. There may be, in specific cases, risk assessments completed to ensure the safety of other children.

Peer-on-peer abuse occurs when a young person is exploited, bullied, including cyberbullying, and/or harmed by their peers, who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation). Some forms of peer-on-peer abuse are:

a. Sexting: Youth Produced Sexual Imagery

Sexting is when someone sends, or receives, sexually explicit texts, images or videos.
This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship, and to any child, regardless of age, gender or sexuality.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing to someone else, indecent images of a person under 18, including themselves, young people are not even aware that they could be breaking the law, as these are offences under the Sexual Offences Act 2003. All school staff are aware of procedures and will act upon any reports as a priority. Designated Safeguarding Lead staff will follow appropriate procedures to ensure the child is safeguarded. This may include contacting parents/carers, contacting Police, referring to Compass, ICT etc.

b. Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation, such as a school, sports team etc. There are a number of different forms, from relatively mild rituals, to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials, which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and

harassment. School staff will inform Designated Safeguarding Lead staff, if they are aware of any such ceremonies involving children.

c. Prejudiced Behaviour

The term prejudice related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society; in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example, in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual). Any concerns will be reported to Designated Safeguarding Lead staff, and appropriate action taken.

d. Teenage Relationship Abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. Any disclosures or concerns will be referred to Designated Safeguarding Lead staff and appropriate action taken.

Staff at Oakmeadow CE Primary & Nursery School understand that any child who is perpetrating the abuse may themselves also be at risk of harm. Staff make every effort to ensure that the alleged perpetrator is also treated as a victim and undertake relevant assessments. Sensitive work must be undertaken with the child who is perpetrating; helping them to understand the nature of their behaviour, and the effect it has on others, may prevent abuse as a whole.

Staff are encouraged to use their professional judgement in identifying when what may be perceived as 'normal developmental childhood behaviour' becomes abusive, dangerous, and harmful to others. Designated Safeguarding Leads will consult the Shropshire Safeguarding Children Board Threshold document to help with their decision making, where necessary.

e. Physical Abuse

Physical abuse includes any of the following: hitting, shaking, kicking, biting, hair pulling or any other action, which leads to physical harm.

f. Sexual Violence and Sexual Harassment

Staff at Oakmeadow CE Primary & Nursery School will respond appropriately to all incidents of sexual violence and sexual harassment, **which can occur between two children of any age and sex. This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. The School will not tolerate such behaviours or accept that it forms a part of growing up.**

Sexual violence is the unwanted conduct of a sexual nature that can occur online or offline and includes actions such as rape, assault by penetration and sexual assault.

Sexual harassment is the unwanted conduct of a sexual nature can be seen in the form of sexual comments, remarks, jokes both off and online. This may be a stand-alone incident or form part of a pattern of abuse. Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated. Sexual harassment may include physical behaviours that include touching a child's clothes, brushing past a child to intentionally touch them, this may also be seen asexual violence.

Online sexual harassment may include: non-consensual sharing of images and videos, sexualised bullying, unwanted sexual messages and comments and exploitation, coercion and threats.

Upskirting is now included in the new Keeping Children Safe in Education document September 2019 and involves taking a picture under a person's clothing without them knowing to view their genitals or buttocks. This is a criminal offence and will be taken seriously by all school staff. Actions will be carried out to support victims and to sanction those guilty of upskirting.

All staff will access training as part of induction, update training and briefings. This will include sexual violence and sexual harassment awareness training. **Staff are also made aware that there are particular cohorts of children who are potentially more at risk including girls, children with SEND and LGBT. All reports are taken seriously and will be reported to DSL or Deputy immediately to safeguard the alleged victim and other children.**

Staff will challenge behaviours that are potentially criminal in nature such as grabbing bottoms, breasts or genitals or lifting skirts. Staff will act on such behaviours and put sanctions in place following reports of these behaviours.

Risk assessments in school will be carried out on children, following reports of incidents of sexual violence or sexual harassment. This will involve the alleged perpetrator, parents/carers and safeguarding staff, unless this will place the student at risk of significant harm.

Action will be carried out to support victims and alleged perpetrators of sexual violence or harassment.

26. Child Sexual Exploitation

"*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the alleged perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology*.

Like all forms of child sexual abuse, child sexual exploitation:

- *can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;*
- *can still be abuse even if the sexual activity appears consensual;*
- *can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;*
- *can take place in person or via technology, or a combination of both;*
- *can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;*
- *may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);*
- *can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and*
- *is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources."*

DfE Child Sexual Exploitation, February 2017

Staff at Oakmeadow CE Primary & Nursery School will all be aware of Child Sexual Exploitation, through Raising Awareness Level 1 Child Protection training and as such will be aware of procedures for reporting concerns related to Child Sexual Exploitation.

Designated Safeguarding Lead staff will have accessed SSCB training on Child Sexual Exploitation and how to refer. All referrals made will be with the consent of parents/ carers where possible, through SSCB CSE referral systems, alongside any agencies involved where appropriate. Designated Safeguarding Lead staff or a level 2 qualified Deputy will attend SSCB CSE panel meetings to discuss individual cases where appropriate.

27. Contextual Safeguarding

All staff must consider the wider environmental factors in a child's life and the impact that these may have. All referrals made will include wider details related to the environmental factors of each child involved. Schools and educational settings need to consider the location and culture of their school or college and assess the risks that young people may be exposed to, both inside and outside of the school or college community.

The Contextual Safeguarding approach that Oakmeadow CE Primary & Nursery School take, would recognise that children and young people's risk of experiencing significant harm in extra-familial contexts is increased at times. All settings seek to include these contexts within prevention, identification, assessment and intervention safeguarding activities for children.

The current risks across Shropshire are linked to County Lines and Criminal Exploitation, Organised Crime and Cuckooing.

a. Criminal Exploitation

Criminal Exploitation occurs where an individual or group attempts to coerce or control a young person and engage them with, or in, criminal activity. This is usually in exchange for something, or for financial advantage of the alleged perpetrator. This can at times involve physical violence and threats towards the victim.

The child may have been criminally exploited even if the activity appears consensual. Criminal Exploitation does not always involve physical contact; it can also occur through technology/social media.

b. Organised Crime and County Lines

Organised Crime is serious crime that is planned, coordinated and conducted by people working together.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more areas within the UK, using dedicated mobile phone lines. Children are exploited into storing, carrying and dealing drugs across counties. Children may be coerced into this activity through threats of violence.

c. Cuckooing

This term describes the situation where a County Lines dealer takes over accommodation of a vulnerable person/family, to carry out criminal activities from the home as a base. This is carried out through abuse of power and control.

In many cases the family become socially isolated and risk eviction.

d. Serious Crime

Oakmeadow CE Primary & Nursery School takes dealing with serious crime as a priority and acts to protect children and to prevent them being drawn into such crime. Staff are informed and updated on indicators which may show that children are at risk.
Indicators can include:

> "absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs" (DfE, 2019a)

28. Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity, or any wrongdoing within their organisation. This is a vital process for identifying risks to people's safety.

If staff have any concerns about a child within the School this should be raised with the Designated Safeguarding Lead, in the first instance.

Staff should call the Whistleblowing Advice Line if:

- Oakmeadow CE Primary & Nursery School does not have clear safeguarding procedures to follow.
- Staff feel that any concern will not be dealt with properly or may be covered-up.
- A concern has been raised but no actions taken.

Contact the Whistleblowing Advice Line
Call 0800 028 0285
Email help@nspcc.org.uk

29. Conclusion

The legal responsibility of the Local Governing Body is for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is to ensure that safeguarding permeates all activity and functions, surrounding and supporting their education and general welfare.

Appendix A

Oakmeadow CE Primary & Nursery School Designated Safeguarding Leads
Teaching Staff
Carla Whelan
Lisa Jones
Sam Hill
Support Staff
May Severn
Elaine Fletcher
Sam Frost
Governor
Sue Pugh