

OUSEDALE SCHOOL

SAFEGUARDING & CHILD PROTECTION POLICY

Key Contacts for Safeguarding and Child Protection:

Designated Safeguarding Lead (Ousedale School) – Claire Penny
Deputy Designated Safeguarding Lead – Jeremy Stormer
Child Protection Co-Ordinator – Dawn Freer
Safeguarding Governor – Sue Garner (Vice Chair of Governors)

1.0 INTENT

Safeguarding is everybody's business. Ousedale School is committed to ensuring that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of, harm.

We aim to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the specific needs of the individual child. We will always act in the best interest of the child.

The policy is consistent with all the Ousedale School policies adopted by the Governing Board and should be read in conjunction with the Code of Conduct policy, and Ousedale School's Behaviour Policy.

This policy applies to all adults, including volunteers, working in or on behalf of Ousedale School.

Definitions:

Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (*Working Together to Safeguard Children 2018*).

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2018*).

Early Help means providing support as soon as a problem arises to assist families and young people before their needs become acute and social care or other specialist intervention may be necessary. We also recognise that we might need to speak to the Multi-Agency Safeguarding Hub (MASH) for advice before talking to parents/carers or to ask which service would be the most appropriate to signpost them towards.

1.1 This Policy has been developed in accordance with:

- Relevant law, regulation and statutory and non-statutory government guidance, including:
 - Education Act 2002
 - Keeping children safe in education - Statutory guidance for schools and colleges (Sept 2018)
 - Working Together To Safeguard Children 2018
 - What To Do If You're Worried A Child Is Being Abused 2015
 - Counter-Terrorism and Security Act 2015
 - Data Protection Act 2018
 - Multi Agency Statutory Guidance on Female Genital Mutilation 2016
 - Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2018
 - Voyeurism (Offences) Act 2019
 - Information and advice supplied by the Milton Keynes Safeguarding Children Board (MKSCB) and its Inter-Agency Policy & Procedure Documents available to view at <http://www.mkscb.org/mkscb>
- 1.2 The Governing Board takes seriously its responsibility under Section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all staff¹ and governors have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. Safeguarding children is everybody's responsibility.
- 1.4 All staff believe that our school should provide a safe caring positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
- 1.5.1 To support the child's development in ways that will foster security, confidence and resilience.
- 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties, knowing that they will be listened to.
- 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse/harm.
- 1.5.4 To provide a systematic means of monitoring children (using My Concern) known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.

¹ "Staff" covers ALL adult staff on site, including temporary, supply, contract and ancillary staff, and volunteers working with children.

- 1.5.5 To acknowledge and emphasise the need for effective and appropriate communication between all members of staff in relation to safeguarding students.
- 1.5.6 To use and promote a structured procedure within the school (using My Concern) which will be followed by all members of the school community in cases of suspected abuse or harm.
- 1.5.7 To develop effective working relationships with all other agencies involved in safeguarding children.
- 1.5.8 To ensure that all adults within our school who have access to children have been checked as to their suitability. This includes other community users of our facilities via our lettings policy procedures and a central record is kept for audit. The school will complete a risk assessment for each volunteer in who works in the school to decide whether they need to do enhanced DBS checks.
- 1.5.9 All adults within our school must ensure their approach is child-centered. This means they should consider, at all times, what is in the best interests of the child and the importance of all adults sharing information and working together to get a full picture of need so the right help can be given to a child.
- 1.5.10 To acknowledge that all children and young people have the same protection, regardless of age, disability, gender assignment, race, religion or belief, sex or sexual orientation.
- 1.6 All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Staff should be aware of the categories and definitions below:

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

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

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

(including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

2.0 PROCEDURES

- 2.1 Our school procedures for safeguarding children will be in line with Milton Keynes Safeguarding Children Board's Inter-Agency Policy & Procedure Documents. We will ensure that:
 - 2.1.1 The governing board understands and fulfils its safeguarding responsibilities. The role of Safeguarding Governor shall be undertaken by the Chair or Vice-Chair of the Governing Board.
 - 2.1.2 We have designated senior members of the Leadership Team for child protection and a number of Deputy designated teachers from the pastoral team who have undertaken child protection training in accordance with MKSCB guidelines, and other training as recommended, usually every two years.
 - 2.1.3 We have a member of the associate staff who will act in the designated teacher's absence who has also received Designated Teacher training.
 - 2.1.4 All members of staff are provided with opportunities to receive training and information by a senior designated teacher in order to develop their understanding of the signs and indicators of abuse and harm annually. This will include training and information on any emergent safeguarding issues such as:
 - Child Sexual Exploitation (CSE) (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 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)

- County Lines (groups or gangs using young people or vulnerable adults to carry and sell drugs from borough to borough, and across county boundaries)
- Female Genital Mutilation (FGM)
- Honour Based Violence (HBV)
- Radicalisation and The Prevent Duty
- The needs of Looked After and Previously Looked After Children
- Online safety
- Peer on peer abuse including sexual violence and harassment between students in schools (including upskirting).

(Additional information on each of these in Appendix 3)

- 2.1.5 All members of staff, volunteers, and governors know how to respond to a student who discloses abuse or harm and the procedure to be followed in appropriately sharing a concern of possible abuse/harm or a disclosure of abuse/harm.
- 2.1.6 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy on the school website, and reference to it in our prospectus/brochure.
- 2.1.7 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any one time.
- 2.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's safeguarding & child protection guidelines and procedures.
- 2.1.9 Our lettings policy for other users requires that the organiser will provide a satisfactory Disclosure and Barring Service (DBS) check prior to the commencement of the letting, and will assume all responsibility for ensuring the suitability of personnel who come into contact/work with children as part of the letting.
- 2.1.10 Our selection and recruitment policy includes all checks on staff suitability (including DBS checks) in accordance with current legislation.
- 2.1.12 The name of any member of staff considered not suitable to work with children will be notified to the National College of School Leadership and/or DBS as appropriate, with the advice and support of Education Personnel.
- 2.1.13 Our procedures will be annually reviewed and up-dated.
- 2.1.14 The name of the Designated Teacher will be clearly communicated in the staff handbook, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. (See Appendix 1).
- 2.1.15 All adults, (including supply teachers and volunteers) new to our school will be given a

written statement about the school's policy and procedures which will comprise Appendices 1 and 2, and the DfE document 'Keeping children safe in education: information for all school and college staff' (All staff must read at least part one of this guidance and ensure they understand the guidance). Staff will also be expected to read and understand the school's Child Protection Policy, Behaviour Policy, Staff Code of Conduct and Role of the Designated Teacher and record that these have been read on My Concern.

- 2.1.16 At least one member of staff on a recruitment panel (usually from the Senior Team or a Governor for Headteacher / Deputy Headteacher interviews) will have completed Safer Recruitment training. This training must be renewed every 5 years as a minimum.

3.0 RESPONSIBILITIES

- 3.1 We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. These should be discussed with a designated lead teacher.
- 3.1.1 We have designated teachers (for each campus) who are responsible for:
- 3.1.2 Referring a child by telephone if there are concerns about a child's welfare, possible abuse or neglect to the local Multi Agency Safeguarding Hub (MASH). A written record of the referral will be e-mailed to Children's Services (using the Multi Agency Referral Form or Common Assessment Framework). FGM concerns and Prevent concerns should also be reported to the Police.
- 3.1.3 Ensuring that detailed and accurate records of concerns about a child are kept on 'My Concern' our on-line safeguarding & child protection data base even if there is no need to make an immediate referral.
- 3.1.4 Ensuring that all such records are kept confidentially and securely and are separate from student records.
- 3.1.5 Where there are serious safeguarding concerns regarding contact home, there is a court order in place or the child is Looked After, this will be marked on SIMS so that all staff are aware.
- 3.1.6 Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- 3.1.7 Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Assessment Framework process, and provides any necessary reports which have been shared with parents as appropriate.
- 3.1.8 Ensuring that any student currently the subject of a Child Protection plan or Child In Need plan who is absent without explanation for two days is referred to their key worker's Children's Services Team.

- 3.1.9 Ensuring that all school staff are aware of and agree to follow the school's Safeguarding & CP policy and procedures, and know how to recognise and refer any concerns (see Appendix 1).
- 3.1.10 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years, provided by MKSCB, and the LA.
- 3.1.11 All staff will receive safeguarding and child protection updates (for example via e-mail, e-bulletins and staff meetings), as required throughout the academic year. New staff will be provided with a Child Protection induction session.
- 3.1.12 All staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.
- 3.1.13 Information regarding which agencies to contact during holiday time, if parents/guardians have an issue with safeguarding and/or child protection, will be available on the school website.

4.0 SUPPORTING CHILDREN

- 4.1 We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We understand that additional barriers can exist when recognizing abuse and neglect in this group of children.
- 4.5 Our school will support all students by:
 - 4.5.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
 - 4.5.2 Promoting a caring, safe and positive environment within the school.
 - 4.5.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.5.4 Notifying MASH as soon as there is a significant concern.
 - 4.5.5 Ensuring that a named teacher is designated for Looked after Children (LAC) and Previously Looked After Children and that an up to date list of children is regularly reviewed and updated. The senior designated teacher will work with the virtual head to

discuss issues and funding to help support the progress of LAC in the school.

- 4.5.6 Providing continuing support to a student (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Head at the student's new school as a matter of urgency, a photocopy of these records should be kept in a confidential file.
- 4.5.7 Students will be informed of which agencies (e.g. Childline / NSPCC/ MASH etc.) they can contact regarding safeguarding and child protection during the holiday periods via assemblies, PSHE and tutor time. This information will also be available on the school website.
- 4.6 Our school will support children by:
 - 4.6.1 Encouraging self-esteem and wellbeing through the curriculum including PSHE and Wellbeing lessons, through mentoring and through our relationships with students.
 - 4.6.2 Promoting a caring, safe and positive environment within the school.
 - 4.6.3 Liaising and working together with all other support services and those agencies involved in safeguarding children.
 - 4.6.4 Notifying MASH / Police as soon as there is a significant concern.
 - 4.6.5 Teaching students about safeguarding, including online safety, appropriate behaviours and relationships in the work place and promoting wellbeing and positive mental health.
- 4.7 The school will report students who are missing in education (children who are of compulsory school age who are not registered pupils at a school and are not receiving suitable education) to the Local Authority and MASH team. The school will also follow its attendance procedures.
 - 4.7.1 The school will endeavor to hold more than one contact number for each student to allow additional options to make contact with a responsible adult when a student is identified as missing in education or there are other welfare or safeguarding concerns.
- 4.8 For students in alternative provision, the school will obtain a written statement from alternative education providers which states that they have completed vetting and barring checks that are necessary on their staff.
- 4.9 Inform the Local Authority if there are young people in private fostering arrangements (additional information in Appendix 3).

5.0 CONFIDENTIALITY

- 5.1 The Head Teacher or designated teacher will disclose personal information about a student to other members of staff on a need to know basis only.
- 5.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- 5.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 5.4 We will always undertake to share our intention to refer a child to the MASH with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will confer with MASH on this point.
- 5.5 If a child is in immediate danger or is at risk of harm a referral should be made to children's services and/or the police immediately. Anyone can make a referral but a designated teacher must be informed, and recorded on 'My Concern', that a referral has been made.

6.0 SUPPORTING STAFF

- 6.1 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, and will support those staff as appropriate.
- 6.2 We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by the LA.
- 6.3 Staff will be adequately trained in recognising signs of abuse so that they have the confidence to acknowledge and report concerns.

7.0 ALLEGATIONS AGAINST STAFF

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 Guidance about conduct and safe practice (including safe use of mobile phones by staff) will be given as part of the Child Protection induction.
- 7.3 We understand that a student 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 Head Teacher or the most senior teacher if the Head Teacher is not present.
 - 7.3.1 The Head Teacher/senior teacher on such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) as appropriate.
 - 7.3.2 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.2.1 above, without notifying the Head Teacher first.
 - 7.3.3 The school will follow the MKSCB procedures for managing allegations against staff, a copy of which can be found on the Milton Keynes Council Education website.
 - 7.3.4 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 7.2.2 above) in making a decision.

7.3.5 Staff must abide by the Code of Professional Conduct and Practice for Ousedale School Staff in relation to contact with students via social media, messaging and emails.

8.0 CONFIDENTIAL REPORTING or 'WHISTLE BLOWING'

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

8.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and refer to the Confidential Reporting Policy.

9.0 PHYSICAL INTERVENTION AND THE USE OF REASONABLE FORCE

9.1 We acknowledge staff must only ever use physical intervention as a last resort, when a child is endangering him / herself or others and that all times it must be the minimal force necessary to prevent injury to another person. DfE advice 'Use of reasonable force: Advice for head teachers, staff and governing bodies' states that:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal

injury or damage to property

At all times any physical intervention must be the minimal force necessary to prevent injury to another person.

9.2 Such events should be recorded and where possible signed by a witness.

9.3 We understand that physical intervention of a nature, which causes injury or distress to a child, may be considered under child protection or disciplinary procedures.

9.4 The school's Behaviour Policy also references the use of reasonable force.

10.0 ANTI-BULLYING

10.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

11.0 DISCRIMINATORY & PREJUDICED INCIDENTS

11.1 Repeated discriminatory or prejudiced based incidents or a single serious incident may lead to consideration under child protection procedures.

12.0 PREVENTION

12.1 We recognise that the school plays a significant part in the prevention of harm to our students (including the prevention of radicalisation, FGM, HBV, CSE, peer on peer abuse, County Lines, domestic abuse) by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection and appropriate training for staff.

12.1.2 The school recognises it has a "due regard" to the need to prevent children from being drawn into terrorism (Prevent Duty) and to identify children at risk of being drawn into terrorism and to challenge extremist ideas. This includes ensuring that children are safe from terrorist and extremist material when accessing the internet in school. Students identified as being vulnerable to radicalisation must be referred to children services and to the channel programme.

12.1.3 If it is discovered that an act of FGM appears to have been carried out on a student under 18 it will be reported to the police.

12.1.4 The school will try to minimise the risk of peer on peer abuse through its safeguarding and pastoral procedures. Peer on peer abuse includes physical, emotional and sexual (includes sexting) abuse. Any abuse will not be tolerated or passed off as "banter" or "part of growing up".

12.1.5 Any allegations of sexual violence or sexual harassment will be dealt with in accordance with the School's Sexual Violence and Sexual Harassment policy.

12.2 The school community will therefore:

12.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

12.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

12.2.3 Provide opportunities across the curriculum which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

12.2.4 Ensure that access to the internet in school using the school's infrastructure is appropriately filtered and appropriate staff notified of any network sites students have attempted to access that have been blocked by the school's filtering system.

12.2.5 Ensure students are safeguarded from exposure to illegal, potentially harmful and inappropriate online material that could facilitate child sexual exploitation, radicalisation and sexual predation (content). This will include:

- being subjected to harmful online interaction with other users (contact)
- personal online behaviours that increases the likelihood of, or causes harm (conduct).

13.0 HEALTH & SAFETY

13.1 Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and in relation to internet use and when away from school when undertaking trips and visits.

14.0 POLICY REVIEW

14.1 The governing board of our school is responsible for ensuring the annual review of this policy.

14.2 The school will also complete an annual safeguarding audit.

If you are concerned about a student for any reason, contact a Designated Safeguarding Lead or report your concern immediately via My Concern. Doing nothing is not an option. Do not wait to pass this information on. Listen, record and seek advice immediately.

Reviewed and approved by Personnel Committee 1st July 2019
To Full Governing Board 9th July 2019
Next review due – July 2020

OUSEDALE SCHOOL

SAFEGUARDING & CHILD PROTECTION PROCEDURES

	Newport Pagnell Campus	Olney Campus
Senior Designated Teacher	Claire Penny	Jeremy Stormer
Deputy Designated Teachers	Stuart Glover Julie Collins Dawn Freer Amanda Powell Amanda Brook	Alison Williams Paul McFadden
Nominated governor for child protection	Sue Garner	

Young people have rights of their own independent of their parents. They have a right to protection from harm, and the welfare of the child is paramount. Child abuse may be a criminal offence. Therefore, there is a duty on schools to report suspicions and disclosures.

These procedures are part of Ousedale School's comprehensive Child Protection Policy.

Cases of harm, neglect or abuse (physical, emotional or sexual), suspected by, or disclosed to individual members of staff MUST BE REPORTED IMMEDIATELY TO THE DESIGNATED TEACHER(S) OR IN THEIR ABSENCE THE HEADTEACHER who will decide the school's action. IF THE DESIGNATED TEACHER(S) OR THE HEADTEACHER CAN NOT BE CONTACTED, e.g. out of hours or during a school trip, STAFF MUST REFER THE CONCERN IMMEDIATELY BY TELEPHONE TO THE MK REFERRAL HUB on 01908 253169/70 or if out of office hours on 01908 265545.

NB: As Child Protection cases may go to law it is very important that teachers do not ask leading questions. Such questions may invalidate the evidence in any later prosecution in court.

Designated Teacher(s) will:

Ensure a 'Quick Note' is entered on SIMS for students who are the subject of Child Protection issues/concerns past and/or present.

- Where the SIMS note says "See WELFARE" the student is currently either a Looked After Child or the subject of a Child Protection Plan. Details are on the SIMS Welfare tab for the student.
- Where the SIMS note says "CP issues" welfare concerns regarding the student, past or present, have been passed to the Designated Teacher. For these students, please contact the PAL or SLT link before contacting home.

Staff will:

Be aware of these issues but not make public reference to them, i.e. maintain CONFIDENTIALITY, and immediately pass any welfare concerns regarding these students to the Designated Teacher.

I am aware of the school's Safeguarding & Child Protection Policy & procedures above, and I have read and understood part one of the DfE document 'Keeping children safe in education: information for all school and college staff' and will adhere to them:

Signed:

Print name: Date:

SAFEGUARDING & CHILD PROTECTION

This card summarises the information on Safeguarding & Child Protection in the Staff Handbook. To safeguard children, all staff are obliged to know and comply with the guidance/policies.

What is child abuse?

Child abuse takes many forms including physical, emotional, sexual and neglect. Abusers can be anyone from a stranger, a family member or a friend, a significant adult or another child. Abusers work secretly; staff should be aware of how abusers might operate.

Some indicators of child abuse/children at risk of harm – there are many more

- Students with unexplained or hidden injuries;
- Students who are dirty, smelly or look unkempt/underfed;
- Students who are regularly left in charge of their siblings;
- Students who are unusually withdrawn, miserable or aggressive;
- Students who are desperate for affection/attention;
- Students who draw graffiti inappropriate pictures/words;
- Students who exhibit overt/precocious sexual behaviours.
- Students who access inappropriate extremist, sexual, prejudiced material online

PLEASE KEEP THIS CARD WITH YOU WHENEVER YOU WORK WITH STUDENTS.

MAINTAIN A PROFESSIONAL DISTANCE

Staff must follow the key principles of maintaining a professional distance at all times.

You must NOT:

- Work with students where you are alone or cannot be seen by others;
- Touch a student inappropriately e.g., tuck in a shirt;
- Hit, smack, flick, prod or use any form of physical punishment;
- Do anything of a personal nature the student can do independently;
- Bring, or allow students to bring or access, any pornographic materials or materials of a sexually provocative or extremist nature, be alert to what is happening in your lessons;
- Knowingly access, or allow students to access, inappropriate internet sites;
- Take pictures or films of students, or distribute such items, without complying with the appropriate school policies;
- Allow concerns of child abuse to go unreported;
- Trivialise or exaggerate child protection issues/abuse.
- Interact with students or present yourself in an unprofessional way on social media.

Remember: someone else might misinterpret your well-intentioned actions.

Treat students with respect.

Respect their right to personal space.

PROTECT YOURSELF FROM ALLEGATIONS OF CHILD ABUSE

As a member of staff you must NOT:

- Believe 'it could never happen to me';
- Rely on your good name to protect you;
- Place yourself in a situation or circumstance where you are vulnerable to allegations.

DO NOT:

- Give to, or share with, students any personal information e.g. access to social media sites, mobile numbers, personal email addresses;
- Initiate, encourage or engage students in conversations, comments, activities of a sexually provocative nature;
- Show favouritism to any student or allow a student to be ridiculed or to become a scapegoat;
- Encourage or leave unreported any inappropriate attention from a student e.g. a crush, notes, emails, text messages etc;
- Take student/s on their own in your car;
- Meet or contact student/s outside organised activities.

Remember: You are not the student's parent. You are not the student's friend.

SAFEGUARDING CHILDREN

Staff should encourage and foster openness, dealing with all issues as they occur. Students then feel that they can raise concerns about feeling unsafe or uncomfortable, for whatever reason, confident they will be believed and the matter dealt with appropriately.

If you suspect a child is or is at risk of being abused or harmed

- You have a duty to report all concerns, however nebulous or trivial, including fears about CSE, FGM, Radicalisation, online safety and peer on peer abuse.
- Tell the Designated Teacher(s) – or, in their absence, the Headteacher.
- Record your concerns on paper.

If a child discloses to you that they are being abused/harmed

- Do not promise that you won't pass the information on – you will.
- Listen to the child – do not directly question him/her.
- Never stop a child who is freely recalling significant events.
- Do not pass judgement or show feelings about the information.
- Reassure the child; ensure they are safe.
- Make a note of the discussion, taking care to record timing, setting and what was said.

Do not investigate – refer the matter on immediately. Never leave the school building without informing the Designated Teacher(s) or the Headteacher of your concerns. In their absence refer the matter by telephone to the MK Referral Hub on 01908 253169/70 or if out of hours 01908 265545.

Signs and Symptoms of Child Protection Concerns:

Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is:

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 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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;

- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM:

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Honour Based Violence (HBV):

Honour Based Violence (HBV). So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Radicalisation and The Prevent Duty:

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism:

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Online Safety:

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. To minimise inappropriate use, as a school we monitor IT use through online screening and provide education regarding online safety.

Peer on peer abuse including sexual violence and harassment between students in schools:

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Ousedale School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Ousedale School we will support the victims of peer on peer abuse.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Private Fostering:

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

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

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

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

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

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

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

Upskirting:

The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers.