SAFEGUARDING (CHILD PROTECTION) POLICY
including Use of Pupil Images

Committee Responsible: **School Committee**

Written by: **Edward Rossiter/Phil Tattersall-King, Designated Safeguarding Lead**

Link Safeguarding Governor: **Maggie Guy, Designated Safeguarding Lead for School Committee**

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Key personnel at Sibford School - contact details, and responsibilities				
	Name and contact details	**Role within the School**	**Date last attended OSCB Specialist Safeguarding/NSPCC DSL or Refresher training**	**Date when renewal of training is required**
Head	**Rebecca Evans (SLT)** revans@sibfordschool.co.uk	Head	Safer Recruitment Training – NSPCC • Sep 2022 SCSA DSL Refresher training • Nov 2022	Sep 2027 Nov 2023
DSL	**Phil Tattersall-King (SLT)** ptattersall-king@sibfordschool.co.uk	Deputy Head	OSCB DSL training • Nov 2022 Safer Recruitment Training – Educare • Dec 2022	Nov 2023 Dec 2027
Deputy DSL	**Edward Rossiter (SLT)** erossiter@sibfordschool.co.uk	Head of Junior School	OSCB DSL training • Nov 2022 Safer Recruitment Training – Educare Nov 2021	Nov 2023 Nov 2026
Deputy DSL	**Jill Spence** jspence@sibfordschool.co.uk	Head of Key Stage 4	OSCB Level 3 DSL • May 2022	May 2024
Deputy DSL	**Stephen Nation-Grainger** snation-grainger@sibfordschool.co.uk	Head of Key Stage 3	NSPCC Level 3 DSL • Sep 2022	Sep 2025
Link Safeguarding Governor	**Maggie Guy** m.guy@sibfordschool.com	n/a	AGBIS (Governors) Safeguarding Children Level 2 – Nov 19. Safer recruitment -Educare - Dec 2020. Safeguarding and Governance Feb 2021. OSCB Level 3 DSL	Nov 2022 Dec 2024 Mar 2024
Clerk of School Committee	**Stuart Fowler** s.fowler@sibfordschool.com	n/a		

External Agency contact details:		
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)	Jo Lloyd Donna Crozier Sandra Barratt Lorna Berry (ESAT)	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk
Multi Agency Safeguarding Hub (MASH)	Katrina Johnston	0345 050 7666
Out of hours Emergency Duty Team (EDT)		0800 833408
Police (including FGM Reporting)		101 or in emergencies 999
OSCB Oxfordshire Safeguarding Children Board		01865 815843 OSCB@oxfordshire.gov.uk
Channel referrals		preventreferrals@thamesvalley.pnn.Police.uk
Kingfisher Team (CSE)		01865 309196
CAMHS		01865 902515

Sibford School recognises its responsibility for safeguarding and child protection.

1. INTRODUCTION

1.1. It is essential that everybody working in a school or college understands their safeguarding responsibilities. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance. All staff should make sure that any decisions made are in the best interests of the child.

1.2. Our pupils' welfare is our paramount concern. Sibford School Committee will ensure that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested. What to do if you think a child is at risk of abuse or neglect - Oxfordshire Safeguarding Children Board (oscb.org.uk)

1.3. This policy provides the basis for good practice within the school for Safeguarding work. It should be read in conjunction with the Oxfordshire Safeguarding Children's Board safeguarding Policies and Procedureshttps://oscb.trixonline.co.uk/, plus the safeguarding appendix document. These are in keeping with relevant national procedures and reflect what the partnership considers to be safe and professional practice in this context.

1.4. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, Committee members, volunteers, contractors and external service or activity providers.

2. THE LEGAL FRAMEWORK

2.1. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018:
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

3. ROLES AND RESPONSIBILITIES

3.1. **The Head** is responsible for all child protection matters in the school. The School is committed to all aspects of safeguarding (child protection)

3.2 The School's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Phil Tattersall-King. We have deputy designated safeguarding leads, to ensure there is always appropriate cover for this role along with safeguarding officers (a tier below the DSL team). The responsibilities of all Designated Safeguarding Lead are described in detail in Appendix A.

3.3 **Sibford School Committee** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.

3.4 **All staff members, Committee members, volunteers, and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. Our School acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents.

3.6 Our School and Committee take all reasonable action to limit children's exposure to the risks from the school's or college's IT system and ensure our school has appropriate filters and monitoring systems in place and regularly review their effectiveness.

4. SUPPORTING CHILDREN

4.1. Our School will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHSE and other curriculum contexts, and ensuring that pupils are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'.

- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.

- encouraging pupils to talk about feelings and deal assertively with pressures and are listened to. providing pupils with a range of appropriate adults to approach as needed.

- supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying; The Social Respect (anti bullying) Policy and pupil created Social Respect Policy is available on Sibford School's website.

- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse including Early Help and preventative services
  https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

- having a behaviour policy that is aimed at supporting susceptible pupils in the school. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

- having clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment.

- acknowledging the importance of 'contextual safeguarding', https://contextualsafeguarding.org.uk/ which considers wider environmental factors in a pupil's life that may be a threat to their safety and/or welfare. (Working together to safeguard children July 2018 and KCSIE September 2023).

- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the school will be vigilant in identifying any private fostering arrangement.

- acknowledging that a child that is looked after (CWFC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.

5. DEALING WITH A DISCLOSURE AND RECORD KEEPING

5.1. If a member of staff has a concern about a child or if a child makes a disclosure, staff will appropriately respond by listening and offering reassurance. Staff should:

1. Make an accurate factual record as soon as possible including details of:

   - Dates and times of their observations
   - Dates and times of any discussions in which they were involved
   - Any injuries
   - Explanations given by the child / adult
   - What action was taken
   - Any actual words or phrases used by the child
   - Any questions the staff member asked (remembering not to ask any leading questions)

The records must be signed and dated by the author

Concern forms are kept in the DSL offices, Junior and Senior School Receptions, in the staff rooms, Firefly.

2. Listen to wishes and feelings of the child, but not to promise any confidentiality

3. Report it to the DSL/DSL TEAM

4. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

5. In the absence of the DSL or DSL TEAM, staff will refer directly to MASH or the child's social worker (if applicable) and the police (if appropriate) if there is a significant concern or to contact LCSS for advice and guidance.

5.2. The DSL will ensure any decisions and justifications for those decisions will be recorded in writing with clear outcomes documented following any action taken.

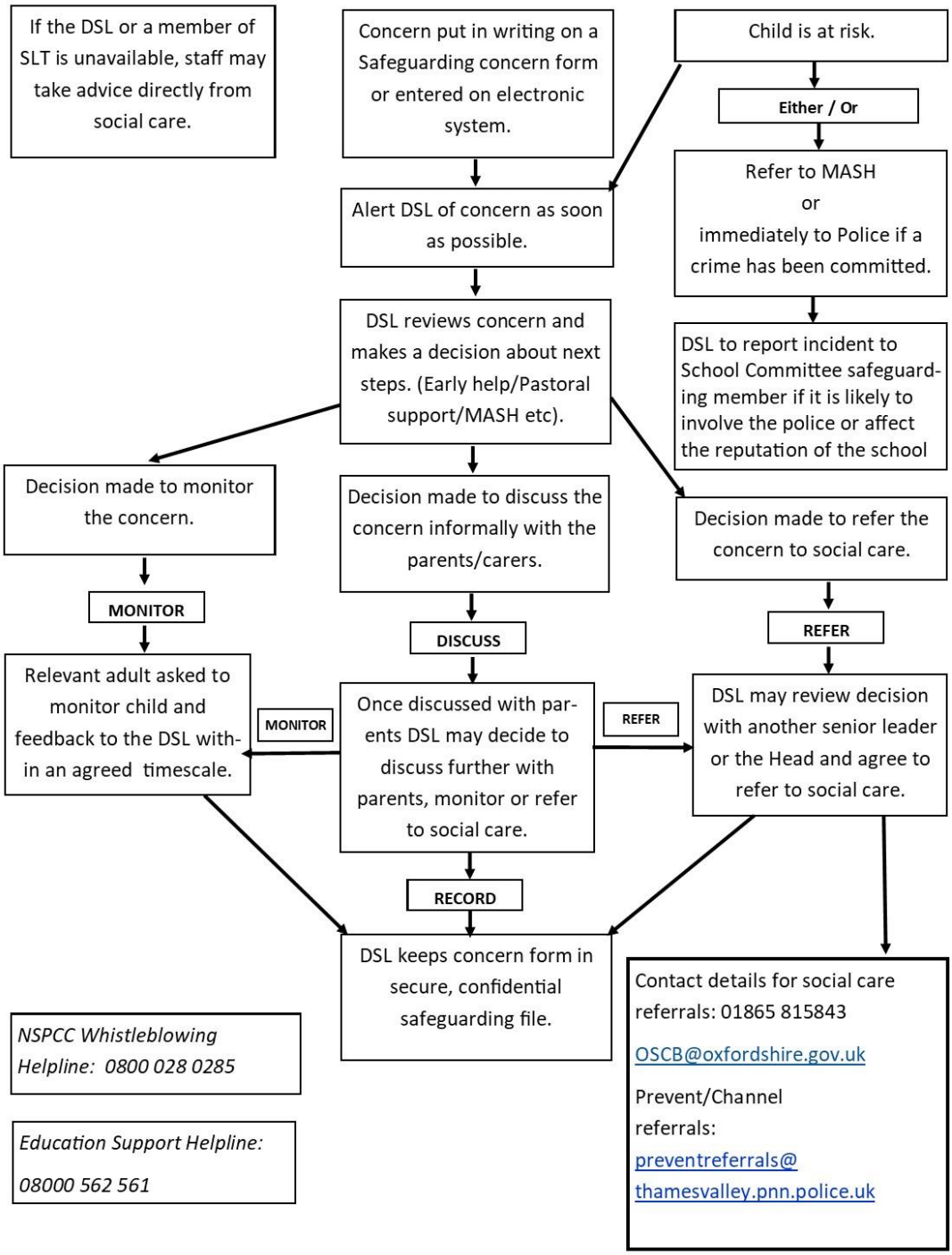
5.3. Our School will discuss any concerns we have with the child's parents. There may be occasions when this is not appropriate and school staff would consult with other agencies prior to involving parents. We will record any decision not to discuss with parents and why.

5.4. Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own school GDPR policy.

5.5. All safeguarding records will be transferred in accordance with GDPR to the child's receiving school/setting. These will be given to the receiving School and a receipt of delivery will be obtained. We will ensure that when a pupil who is the subject of a Child Protection (CP) Plan leaves, their information is transferred to the new school within 5 school days and that the child's Social Worker is informed that the child has moved.

5.5. The Headteacher will be kept informed of any significant concerns by the DSL, if they are not the DSL and all other staff are informed on a need-to-know basis.

FLOW CHART – raising safeguarding concerns about a child:


If the DSL or a member of SLT is unavailable, staff may take advice directly from social care.
Concern put in writing on a Safeguarding concern form or entered on electronic system.
Child is at risk.
Either / Or
Refer to MASH or immediately to Police if a crime has been committed.
Alert DSL of concern as soon as possible.
DSL reviews concern and makes a decision about next steps. (Early help/Pastoral support/MASH etc).
DSL to report incident to School Committee safeguarding member if it is likely to involve the police or affect the reputation of the school
Decision made to monitor the concern.
Decision made to discuss the concern informally with the parents/carers.
Decision made to refer the concern to social care.
MONITOR
DISCUSS
REFER
Relevant adult asked to monitor child and feedback to the DSL within an agreed timescale.
MONITOR
Once discussed with parents DSL may decide to discuss further with parents, monitor or refer to social care.
REFER
DSL may review decision with another senior leader or the Head and agree to refer to social care.
RECORD
DSL keeps concern form in secure, confidential safeguarding file.
NSPCC Whistleblowing Helpline: 0800 028 0285
Education Support Helpline: 08000 562 561
Contact details for social care referrals: 01865 815843
OSCB@oxfordshire.gov.uk
Prevent/Channel referrals: preventreferrals@thamesvalley.pnn.police.uk

Reporting and Responding to Sexual Violence and Sexual Harassment

All reports of child-on-child abuse will be made on a case by case basis with the DSL taking a leading role using their professional judgement and supported by other agencies such as social care or the Police as required.

The immediate response to a report

- Sibford School will take all reports seriously and will reassure the victim that they will be supported and kept safe.
- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the DSL or social care). Staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element Sibford School will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present (refer to 'Guiding Principles for dealing with disclosures' page 29).
- The DSL/DSL Team will be informed as soon as possible.

Risk Assessment
When there has been a report of sexual violence, the DSL or DSL Team will make an immediate risk and need assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and need assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at Sibford School, especially any actions that are appropriate to protect and support them.

Risk assessments will be recorded and filed with the DSL and be kept under review.

The DSL/DSL Team will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment
Following an incident, we will consider:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. (For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?);
- if the alleged incident is a one-off or a sustained pattern of abuse;
- if there are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context.

Follow up Actions

Children sharing a classroom:

At all times both victim and perpetrator/alleged perpetrator will be afforded respect and dignity in line with our Quaker ethos and will be fully supported and their wishes, wherever possible, taken into consideration.

Whilst school establishes the facts of the case and starts the process of liaising with children's social care and the Police:

• If the allegation involves rape and/or assault by penetration, then the statutory guidance states that the perpetrator must be removed from any shared classes. Guidance is clear that any separation arrangements must continue for as long as is necessary to make sure children are safe.

• We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from school. Consideration to where the alleged abuse took place must also be given and should include ways that this can be made safe/ mitigated. Schools should consider this not only for their grounds and buildings but also if the abuse took place in a public space. Whilst the school cannot act on this alone, again the multi-agency approach can be vital here.

These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Supporting The Victim and Alleged Perpetrator

Abuse that involves or is believed to involve sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the perpetrator could be a victim of abuse too and too have experienced abuse. Perpetrators may also be in danger of being subjected to abuse post an allegation. Measures to support them should be put into place here too.

Peer pressure can be huge for children and young people and there will be times when the abuse, in whatever form it takes, looks consensual. This is another reason why a multi-agency approach is needed, potentially involving both social care and the Police, in order to ensure investigations are properly carried out.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the Behaviour and Social Respect policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored by the DSL/DSL Team.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm involving sexual assault/violence or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the DSL or DSL Team will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the Police will generally be made through the MASH as above. The DSL or DSL Team will follow local processes for referrals.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this will be passed on to the Police. Whilst the age of criminal responsibility is ten, if

the alleged perpetrator is under ten, the starting principle of reporting to the Police remains. The Police will take a welfare, rather than a criminal justice, approach.

Where a report has been made to the Police, school will consult the Police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the victim and perpetrator and their anonymity.

Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the Police will be sought in order to help us.
Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the Police (and other agencies as required), to ensure any actions school take do not jeopardise the Police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, Sibford School will update its risk assessment and ensure relevant protections are in place for all children. We will consider any suitable action following our Behaviour Policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable.
Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in school.
We will ensure all children involved are protected, especially from any bullying or harassment (including online).
Where cases are classified as "no further action" (NFA'd) by the Police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

The use of reasonable force or physical restraint:

Physical restraint: All forms of corporal punishment are unlawful; the School does not use or threaten corporal punishment.
The use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for staff to use force to safeguard children. This is enshrined in law and applies to any member of staff at the School. It can also apply to people whom the Head has temporarily put in charge of pupils.

Application of code of restraint: This only applies where no other form of control is available and where it is necessary to intervene. The use of force or physical contact may be reasonable and proportionate in the circumstances to prevent a pupil doing, or continuing to do any of the following:
a. Committing a criminal offence;
b. Injuring themselves or others;
c. Causing damage to property, including their own; or
d. Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Before intervening: Before intervening physically staff should, wherever practicable, tell the pupil to stop and what will happen if they do not. Staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. Staff should always avoid touching or holding a pupil in a way that might be considered indecent. Staff should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.

Inform senior staff and the DSL: Staff should inform the Head and the DSL immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint.
Staff should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil.
The parents should be informed about serious incidents involving the use of force.

In the EYFS setting, the parents will be informed about any use of force on the same day or as soon as is reasonably practical.

Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.

Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

Note that:

- Any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;
- Staff should recognise the additional vulnerability of children with SEN, disabilities, and certain medical conditions before using reasonable force;
- Physical force could not be justified to prevent a pupil from committing a trivial misdemeanour;
- Any force should always be the minimum needed to achieve the desired result; or
- whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

6. THE ROLE OF AN APPROPRIATE ADULT IN SAFEGUARDING

6.1. The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained person's rights and entitlements, as well as helping the detained person understand their rights.

7. INFORMATION SHARING

7.1. We recognise that all matters relating to Safeguarding are confidential.

7.2. All staff members have a professional responsibility to share information with other agencies to safeguard children.

7.3. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

7.4. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

7.5. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

8. MULTI AGENCY WORKING

8.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care.

8.2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children

8.3. We will participate in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Children's Safeguarding Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

9. SAFER RECRUITMENT

9.1. **Sibford School** is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.

9.2. Sibford School Committee and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

9.3. **Sibford School** is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

9.4. Sibford School Committee will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.

9.5. We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

9.6. We will ensure that contractors and providers are aware of our school's Safeguarding Policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

9.7. We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2023*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.

9.8. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

9.9. We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

10. TRAINING

10.1. All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

10.2. Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team undergo their DSL training every 2 years through the OSCB/NSPCC to enable them to fulfil their role.

10.3. Training is provided for all staff to a generalist level every 2 years, regular updates around safeguarding are shared with staff at least annually.

10.4. Separate training is provided to all new staff on appointment as part of their induction process which would also include Online Safety.

10.5. We will ensure that staff members provided by other agencies and third parties, e.g., supply teachers and contractors, have received appropriate safeguarding training commensurate

with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

10.6. The Designated Safeguarding Lead will provide briefings to the School on any changes to safeguarding legislation and procedures and relevant learning from Safeguarding Practice Reviews (CSPR's) in line with Working Together 2018. These will occur annually or more frequently when necessary.

10.7. The School will maintain accurate and up to date records of staff induction and training.

All Sibford School staff and members of School Committee must read:

Document:	can be found at/in:
Keeping Children Safe In Education (KCSIE 2023) - Part 1, Annex A	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf
Working Together to Safeguard Children (2018) (updated Dec 2020)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
Safeguarding (Child Protection) Policy	https://sibford.fireflycloud.net/staff-files/policies-and-protocols
Behaviour Policy (pupil)	https://sibford.fireflycloud.net/staff-files/policies-and-protocols
Social Respect (anti-bullying) Policy	https://sibford.fireflycloud.net/staff-files/policies-and-protocols
Staff Code of Conduct	https://sibford.fireflycloud.net/staff-files/policies-and-protocols (within 'Employment Procedures' policy)
Raising Serious Concerns at Work Procedure (Whistleblowing)	https://sibford.fireflycloud.net/staff-files/policies-and-protocols

11. WHISTLEBLOWING IN A SAFEGUARDING CONTEXT

11.1. While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within Sibford School the Head is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make the Head aware.

If your concern is about the Head you should raise this with Clerk of Committee, Stuart Fowler. If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Oxfordshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the Head and no / insufficient action has been taken, or the member of staff you have concerns about is the Head then you are able to contact Designated Officers team (LADO) on 01865 810603 or email lado.safeguardingchildren@oxfordshire.gov.uk

If you believe that a child is being abused by individuals outside the school, you can make a referral to Children's Social Care by calling the MASH on **0345 050 7666** (office hours) or **0800 833 408** (outside of office hours).

Further guidance for staff can be accessed through: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf and through the NSPCC website https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/

12. SITE SECURITY

12.1. All staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors into school.

12.2. Our visitor information/guidelines are held in Reception.

12.3. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

13. POLICY REVIEW

13.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle

13.2. The DSL will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures

13.3. Additional updates to the safeguarding policy and appendix will take place when needed.

Date approved by Sibford School Committee:

Date reviewed by Sibford School Committee:

APPENDIX A:

The role of the Designated Safeguarding Lead

Managing referrals:

- The DSL sits on the School Senior Leadership Team
- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding, including Contextual Safeguarding.
- Takes lead responsibility for filtering and monitoring systems for IT within the school. Have responsibility to ensure there is at least one key adult for 'Operation Encompass'* and a point of contact for Child Exploitation. *Guiding principles of the scheme are here https://www.operationencompass.org/school-participation. An annual information letter must be sent to parents. All downloadable documents are here: https://www.operationencompass.org/school-participation/school-downloads.
- To ensure that the Local Authority are notified if children are absent from education for prolonged periods and/or repeated occasions.

Record keeping:

- Keep written (or online) records of safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns
- Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.
- Maintain a chronology of significant incidents for each child with safeguarding concerns, including a record of decisions made and the reasons for those decisions.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- When a child leaves our school, the DSL will contact the DSL at the new school and will ensure that the safeguarding file is forwarded to the receiving school within 5 school days. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.
- Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service. Where such a child has an EHCP, the local authority will need to review the plan while working closely with the parents.

Multi-agency working and information sharing:

- The DSL recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

- Our School is not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. We recognise the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Training:

The DSL will ensure all staff undertake appropriate annual updates in order to:

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g., OSCB thresholds of need, preventative education, and the local offer
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in Section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, susceptible to exploitation, racialisation and subject to listening or hearing to domestic abuse.
- Ensure each member of staff has read and understands the school's Safeguarding Child Protection Policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school's Behaviour Policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct.
- Organise face-to-face whole-school Safeguarding training for all staff members at least **every three years**.
- The DSL will ensure their training remains in date (every 2 years)
- All staff should be aware of key policies systems within their school which support safeguarding, and these should be explained to them as part of staff induction.
- Ensure the school allocates time and resources every year for relevant staff members to attend training and receive continuous professional development opportunities.
- Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- Maintain accurate records of induction, ongoing training, and continual professional development (CPD) relating to safeguarding.

Awareness raising:

- Ensure our school's child protection policies are known, understood, and used appropriately.
- Ensure our school's Safeguarding Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.

- Ensure our Safeguarding Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this.

Quality assurance:

- Monitor the implementation of and compliance with policy and procedures, including periodic audits of Safeguarding and welfare concerns files (at a minimum once a year).
- Complete the 157/175 annual safeguarding report and submit to the Local Authority
- Provide regular reports, to the Sibford School Committee detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

Support for staff:

- The School will have a framework for providing an opportunity to staff who are working directly with susceptible young people to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case.

APPENDIX B:

Safeguarding Procedures

Definitions:

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

- **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.

- **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.

- **Early Help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

- **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

- **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.

- **Safeguarding and promoting the welfare of children** is defined as:
  - protecting children from maltreatment
  - preventing the impairment of children's mental health, physical health or development
  - ensuring the children grow up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes

  School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating (KCSIE 2023).

  A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

- **Susceptible children:** Any child may benefit from Early Help, but staff should be particularly alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs.
  - has special educational needs (whether they have a statutory Education, Health and Care Plan).
  - is a young carer.
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
  - is frequently missing/goes missing from care or from home.
  - is at risk of modern slavery, trafficking, or exploitation.
  - is at risk of being radicalised or exploited.
  - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; https://www.gov.uk/government/collections/domestic-abuse-bill
  - is misusing drugs or alcohol themselves.
  - has returned home to their family from care; and
  - is a privately fostered child.

CATEGORIES OF ABUSE:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying 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
  - interactions that are beyond a child's developmental capability
  - overprotection and limitation of exploration and learning,
  - preventing the child from participating in normal social interaction.
  - seeing or hearing the ill-treatment of another
  - serious bullying (including cyberbullying)
  - causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

  It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Educational neglect is also considered: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

- **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 (KCSIE 2023).

MENTAL HEALTH:

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one
- Where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education

- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Every Mind Matters for links to all materials and lesson plans.

There are three thresholds for and types of referral that need to be considered:

- is this a child with additional needs; where their health, development or achievement may be adversely affected?
- age-appropriate progress is not being made and the causes are unclear
- the support of more than one agency is needed to meet the child or young person's needs

If this is a child with additional needs discuss the issues with the DSL team.

Is this a child in need matter? Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
- their health or development is likely to be impaired, or further impaired, without the provision of such services
- they are SEND (and as such can face additional safeguarding challenges)

If this is a child in need, discuss the issues with the DSL and parents. Obtain their consent for referral.

Is this a child protection matter? Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- serious health problems

More on the thresholds can be found here: Oxfordshire-Threshold-of-Needs-2021.pdf (oscb.org.uk)

If this is a child protection matter, this should be discussed with the DSL and will need to be referred to the MASH by the school as soon as possible. Multi-Agency Safeguarding Hub (MASH) | Oxfordshire County Council

APPENDIX C: Further information

Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Harmful Practices - Oxfordshire Safeguarding Children Board (oscb.org.uk)

- **Indicators -** There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.
- **Actions -** If staff have a concern, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.
- **Mandatory Reporting Duty** -From October 2015, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) placed a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's Designated Safeguarding Lead and involve the Integrated Front Door as appropriate.

Fabricated or Induced Illness / Perplexing Presentation

Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history.

- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents.
- induction of illness by a variety of means.

Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists for example.

Gang and Youth / Serious Violence
Children and Young People who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed susceptible. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse https://www.gov.uk/government/publications/serious-violence-strategy.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
- go missing and are subsequently found in areas away from their home.
- have been the victim or perpetrator of serious violence (e.g., knife crime).

Faith Based Abuse
Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'*not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community*.'

When this type of abuse is suspected staff will make a referral to the MASH Team for support and guidance.

https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Risk of Trafficking

Article 3 of the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude, or the removal of organs.
- The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
- The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article
- "Child" shall mean any person under eighteen years of age.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller, or migrant families – who collectively go missing from school.

If a member of the school staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately.

Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in 'working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

Our approach is to recognise; seek support; instil preventive factors and monitor. Designated Safeguarding Lead should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. The link below details the Early Help services available to children, young people, and their families.

Early Help and the Locality Community Support Service (LCSS) - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Drugs and Alcohol
Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the Year 5-6 curriculum.

More details can be found at: Substance Misuse - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Honour Based Violence and Forced Marriages
Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South, and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some susceptible adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. For more information see:
http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/

http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership

http://www.karmanirvana.org.uk/

Preventing Radicalisation
Protecting children from the risk of radicalisation should be part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent susceptible people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to

provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme

From 1 July 2015 all schools are subject to a duty under Section 26 of the Counterterrorism and Security Act 2015 ('The CTSA 2015'). Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs).

Designated Safeguarding Leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales.

The **Prevent** guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance are available on the OSCB website: Radicalisation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support. https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Channel
School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages and they will be required to provide their consent before any support delivered through the Channel programme is provided.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are susceptible to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here: https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance

Children who are absent from education for prolonged periods and/or repeated occasions All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both

registers. An appropriated response is needed when a child has poor attendance or is regularly missing education. https://www.gov.uk/government/publications/children-missing-education

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g., home education, have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of the period
- have been permanently excluded

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. Schools should contact the Admissions Team: Tel: 01865 815175. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

If a child is missing during the school day

All staff should report any child who is missing from a normal day time activity, lesson or prep.

- Reports should be kept accurately.
- All staff should report a missing child immediately to Reception.
- Reception will contact a member of senior staff.
- If the child is missing when Reception is closed, staff should report missing child to the duty staff member or a member of the Senior Leadership Team.
- If a child is missing from the boarding setting House staff will follow guidance in the Boarding Handbook.

For further guidance staff should refer to the 'Missing Child' Policy.

Child Sexual Exploitation & Child Criminal Exploitation
Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online.

Child Sexual Exploitation (CSE)
CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can:
• children who have older boyfriends or girlfriends
• children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners
A full list of indicators can be found here: Child Sexual Exploitation - Oxfordshire Safeguarding Children Board (oscb.org.uk)

Sexual harassment, violence, harmful sexual behaviours (inc. child on child abuse and 'upskirting')
Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both

inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges is here: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf (this document contains the relevant information, but was withdrawn in September 2022 as the information is included within KCSIE 2023

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination Staff have familiarity with the Equality Act 2010 and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding.

https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response ,

Sibford school acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

All such incidents should be immediately reported to the DSL or equivalent and managed in line with your setting's child protection policies. Victims of harm will be supported by the school's pastoral system and, and their wishes and feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Child on Child abuse is children being harmful or abusive to other pupils in any number of different ways:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- 'Upskirting': The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender, can be a victim.
- Gender based violence
- Sexting (also known as Youth Produced Sexual Imagery or "nudies/semi-nudes").
- Initiation/hazing type violence and rituals. The practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Harmful behaviour can occur online or offline or both simultaneously. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'.

Looked after children (LAC) and previously looked after children (PLAC)

The DSL maintains details of the local authority personal advisor appointed to guide and support LAC and PLAC children and liaises with them as necessary regarding any issues of concern. PEP (Pupil Educational Plan) meetings are arranged with the social worker and any concerns are discussed as appropriate. With regard to safeguarding (child protection) a LAC is treated as any other pupil. The DSL would contact agencies if required.

Supporting children who need a social worker
(including those with CIN and CPP plans)

At Sibford School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more susceptible to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Upskirting

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals

or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales -

Sexual consent

- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.

Digital Safety & Remote Learning

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm.

APPENDIX D – Online Safety

Online Safety

- It is recognised by Sibford School that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- Sibford School identifies that the issues can be broadly categorised into three areas of risk:
    - **content:** being exposed to illegal, inappropriate or harmful material
    - **contact:** being subjected to harmful online interaction with other users
    - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL Team and Leadership Team have read Annex C regarding Online Safety within 'Keeping Children Safe in Education' 2023.

- We recognise the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2023 and EYFS 2019 have appropriate policies in place that are shared and understood by all members of the school community. Further information about specific approaches relating to this can be found in the schools' 'Internet and Social Networking' Policy, the 'Student Computer Acceptable Use' Policy and the 'Use of pupil images' section of this policy.
- As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. We will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The School's approach to filtering and monitoring is set out in its E-Safety Policy. The School will follow published guidance on filtering and monitoring and ensure the following:

    - identify and assign roles and responsibilities to manage filtering and monitoring systems
    - review filtering and monitoring provision at least annually
    - block harmful and inappropriate content without unreasonably impacting teaching and learning
    - have effective monitoring strategies in place that meet their safeguarding needs
- We acknowledge that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Sibford School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively. This will include PSHE, Meetings and visiting speaker programme and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Children are taught to recognise when they are at risk and how to get help when they need it.

The school recognises that children's use of social media and the internet can rapidly change. As well as attempting to keep abreast of technological advances, we will endeavour to develop in children the capacity to respond appropriately when online, whether in or out of school.

In the boarding houses. Junior boarders (up to and including Year 10) are required to hand in any technology which can access the internet – these devices are locked in the offices by 10 pm. There are also technology-free nights. Houseparents are vigilant and monitor boarders' use of technology, looking for any evidence of inappropriate use, harmful online interaction, use of VPNs, signs of addictive behaviour, as well as any other use deemed to be unsafe. Staff are aware of the need to identify, intervene in and escalate any incident where appropriate.

All boarders are also made aware that if they have concerns about online safety, they should report this to the School. They are also aware that they can also report their concerns to CEOP, Child Exploitation and Online Protection Centre (CEOP website at https://www.thinkuknow.co.uk/).

Mobile phones are not permitted to be used during the school day. Pupils in KS3 and below should not have phones in school unless they are needed for transport reasons. Where pupils in KS3 and below do bring phones in to school, they need must hand them in.

Appendix E – Managing Allegations Against Staff

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Clerk of Committee should refer to this guidance if there is an allegation against the Head. This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, and is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO)

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harms threshold – referred to in 2023 guidance as 'low level concerns'

Governing bodies and proprietors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

'Low Level Concerns' - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door

- 'humiliating pupils'

Such concerns such always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

The School will inform the LADO should they receive an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children. Examples of these include community groups, sports associations or service providers that run extra-curricular activities).

The Local Authority Designated Officer is **Jo Lloyd,** contactable by phone on 01865 810603 or by email at lado.safeguardingchildren@oxfordshire.gov.uk

An Allegations and Consultation Referral Form must be completed by the Headteacher or manager in full and forwarded to the LADO via email within 24 hours**.**

If the Allegation is against:	**Refer to:**
Staff Member	Head
Staff Member who is a relative of the Head	Clerk of School Committee
DSL (or DSL Team)	Head, then LADO
Head	Clerk of School Committee, then LADO
Clerk of School Committee	LADO
Supply Staff	Head (with agency support) LADO

Appendix F – Pre-Appointment Checks, Safer Recruitment and SCR

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website. This information should be kept on successful candidate's personnel file.
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended)
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate and verify professional qualifications, as appropriate
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check)
- consider carrying out an online search, Digital Screening, on shortlisted candidates to help identify any issues that are publicly available online. Where this happens, candidates will be notified.

The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

Single Central Record

Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and

- The information that must be recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check.
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

For supply staff, school should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

A record of staff leavers must be maintained on the Single Central record.

The SCR shall be updated in the light of any further legislation.

APPENDIX G – Safeguarding specific to Boarding

In accordance with National Minimal Standards (NMS), all boarding staff, at all levels, (including newly appointed and associate staff) must follow the school guidelines when responding to suspicions or allegations of abuse.

The school follows guidance from the National Minimum Standards for boarding schools (in force from 1st April 2015). This policy is equally applicable to boarding house parents, any adults working in the school, and older boarders with positions of responsibility. With regard specifically to boarders, the DSL and the school will ensure that:

- staff supervising boarders outside teaching time are sufficient in number and deployment for the age, number and needs of boarders, and the locations and activities involved. This is applicable to temporary staff and volunteers also;
- all boarding houses have at least one member of staff present, and accessible to boarders as necessary, in each boarding house at night;
- all staff with boarding duties have job descriptions reflecting those duties, receive induction training in boarding when newly appointed, and receive regular review of their boarding practice, with opportunities for continuing training in boarding;
- all staff, including Graduate Assistants, with boarding duties have access to up to date written guidance on the school's boarding policies and practice;
- all staff are provided with a boarding handbook and access to specific policies and procedures which offer further support and guidelines. Staff must be aware of the policies and procedures which offer extra guidance on how to ensure that boarders are made to feel safe, valued and respected. The handbook also details procedures to be followed should a boarder go missing;
- staff are also aware, as per guidance in the handbook/NMS, to be vigilant as to the possibility of boarders smoking, drinking, or taking harmful substances, all of which could potentially cause harm to individuals and all other residents of the boarding houses;
- the Business Manager and facilities team carry out regular risk assessments and assess the buildings for potential health and safety concerns, including risk of fire;
- staff are alert for signs of, and risk factors for, female boarders at risk of FGM, which is a serious criminal offence;
- senior pupils with positions of responsibility over other pupils receive training on appropriate action to take should they receive any allegations of abuse;
- pupil privacy is respected with regard to bedrooms, WCs and showers, and staff are aware of the need to be visible when on duty but not intrusive to the needs of the pupils;
- boarders are given many opportunities to be listened to and their views and concerns responded to. There is respect for diversity and sensitivity to race, culture, religion, gender, sexuality and disability;
- for all persons over 16 (not on roll at school) who live on the same premises as boarders but are not employed by the school, there is a DBS check completed at the enhanced level.

- there is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This must specify the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify the DSL if they are charged with, or convicted of, any offence.
- any member of staff living among the boarding community is aware of their responsibility to adhere to this and to inform the DSL if anyone falls into one of the above two categories. If, at any stage, they intend to change their living arrangements, they must notify the DSL immediately so the necessary procedures can be carried out. The DBS check and the written agreement will be held on file in the HR Department.
- Arrangements for alternative accommodation offsite away from pupils will be made where a member of boarding staff is suspended pending investigation of a child protection nature. Members of boarding staff who have been found to have a criminal conviction for abuse will be removed from accommodation in the boarding house or on the school campus.
- all adults (non-employees) who come on to the campus must report to reception, sign in and wear a visitor's badge. This includes outside maintenance workers or contractors - the Business Manager should inform House Parents of any such visits.
- all persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation. Those staff who are involved in boarding should play particularly close attention to this in order to ensure the safety of the boarders;
- boarding staff only use specified taxi companies for boarders' transport who have put in place DBSs for all their drivers.
- Members of the public are not permitted access to the boarding accommodation or have unsupervised access to boarders.

Access to accommodation: Boarding houses are closed in the school day and unless by arrangement with senior staff, access is available only to house parents, cleaning and maintenance staff. Under no circumstances should any member of staff make a confidential arrangement to visit a boarding house with a child. If, in a rare circumstance, a child needs access to the boarding house in the day, staff should let another colleague know that they are taking the child or should contact the houseparent. Staff should always remain close to the door, never go upstairs, whilst the child collects any forgotten item. All boarding staff are given guidance on how to deal with potential issues in the boarding houses and how to minimise lone working / putting themselves in a vulnerable position with a pupil.

Within the boarding context, relationships may develop. The school forbids sexual acts between pupils in school. The school aims to keep such incidents confidential from other pupils but will refer and follow the guidance in this policy.

- Staff are alert to the potential for peer abuse and that such abuse will be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between

young people and should not develop high thresholds before taking action. Refer to the 'Child on Child' section of this policy;

- Where there is a suspicion of abuse between pupils within boarding, the school recognises the importance of moving swiftly (notwithstanding its duty to refer concerns without delay to Children's Social Care) and the protection of all parties involved. This may require separation and additional supervision. We hope to minimise the possibility of child on child abuse within boarding by: promoting an open atmosphere of mutual trust within the boarding community; experienced boarding staff and supervision; access to people that can help, including the Independent Listener.
- Under the Boarding School Association's 'Commitment to Care' Charter, BSA will be notified of any allegation of child on child abuse, as soon as it is permissible to do so. The school's report to BSA will include an outline of the allegation and external agencies that have been involved. It will not include any information that might identify individuals involved.

Senior House Captains will have training about how to keep boarders safe and identify possible abuse, must never abuse their role in the house and must report any abuse immediately.

ANNEX H – Use of Pupil Images

Use of Pupil Images

Generally, the images of pupils used by school and family use, and those that appear in the press, are a source of pleasure and pride that can enhance the pupils' experience and self-esteem. Oxfordshire Safeguarding Children Board (OSCB) believe that the risk of a child being directly targeted for abuse through being identified by a stranger to be so small that, providing reasonable steps are in place to safeguard pupils, the practice of photography at school events by families, school, and the media, should be allowed. We hope parents will feel able to support the school in its use of pupil images to celebrate their achievements, promote the work of the school, and for important administrative purposes such as identification and security.

Consent

The image of a child is defined as personal data as outlined in the Data Protection Act 1998. It is a requirement that consent is obtained from the parent of a child or young person under the age of 18 years for any photographs or video recordings of that child for purposes beyond the school's core educational function.

Parents who accept a place for their child at the school are invited to agree to the school using images of their child as set out in this policy via the permission form included with the school's joining information. By signing the permission form parents are giving consent which will be updated annually when parents are asked to update the data collection sheet on their child.

Parents who wish to withhold or subsequently withdraw consent should contact the Head in writing. School might request a meeting to discuss any particular concerns behind such a decision and will respect the wishes of parents where reasonably possible, and in accordance with this protocol.

The School recognises that children have their own rights under the Data Protection Act, including the right to give or withhold consent to use of their personal data and to be informed about its use, and will endeavour to ensure that:

- this protocol is drawn to the attention of senior school pupils;
- pupils know when and why they are being photographed or filmed by or on behalf of the school; and
- any objections to the use of their images are, where appropriate, respected.

Use of cameras and other filming equipment by parents and visitors

Parents and visitors must obtain permission from the Head, before taking images of children in the Early Years classes. Teachers, visitors, and volunteers of EYFS are NOT permitted to have their phones in the classroom.

Parents and visitors are ONLY permitted to take photographs or to make video recordings of their own children and for their own personal use. Recording and/or photographing other than for private use would require the consent of the other parents or guardians whose children may be captured on film, without which the Data Protection Act 1998 would be breached. Images which may identify other pupils should NEVER be made accessible to others via the internet, social media or published in any other way.

Parents and visitors may be asked to refrain from taking photographs or recordings of pupils should the school decide that the taking of such photographs or recordings may compromise the safety and/or welfare of a pupil or pupils, or be overly intrusive.

The School reserves the right to refuse or withdraw permission to film or take photographs (at a specific event or more generally), from any parent who does not follow these guidelines, or is otherwise reasonably felt to be making inappropriate images.

Use of cameras and other filming equipment by staff and volunteers

Staff and volunteers are permitted to take images of pupils only if such images are for use in contributing to the educational and broader aims of Sibford School. Where possible, images should be taken using school equipment but where personal equipment is used the images should be loaded onto the school's IT system as soon as possible (48hrs maximum or when returning from a school trip, as soon as is practicable) and deleted from the personal equipment.

If a member of staff or volunteer takes an image of a pupil whilst in his/her capacity as an individual, in his/her own time, in the capacity of parent or guardian, or as a parent or guardian of a friend of a pupil, it is the responsibility of that member of staff or volunteer to ensure that the image is appropriate, stored properly and does not breach any laws of England and Wales in its content or in the way it is used.

Use of cameras and other filming equipment by pupils

All pupils are encouraged to look after each other, and to report any concerns about the misuse of technology, or any worrying issues, to a member of staff.

The use of cameras or filming equipment (including on mobile phones) is not permitted at anywhere in school by pupils at any time in without staff permission for educational purposes only. Nor should photography or filming equipment be used by pupils in a manner that may offend, or cause upset. This includes the boarding houses where boarders must not have their privacy compromised.

The misuse of cameras or filming equipment which breaches this policy, or the school's Child Protection/Safeguarding Policy, Social Respect (anti-bullying) Policy, Data Protection policy, IT Acceptable Use Policy or the School rules is always taken seriously, and may be the subject of disciplinary procedures. The misuse of images may also be a criminal offence and may be reported to the Police.

Use of pupil images in School publicity

Sibford School positively encourages outside interest in its activities. The School uses a wide range of media to create awareness of the School, its aims and objectives amongst past, present and future parents and pupils, the wider educational establishment and the public at large.

Photographs, images and other pictorial representations of pupils or pupils' activities and expeditions will appear in school publications, displays, web pages, reports, media releases, advertising and public relations materials.

The School will approve all images used for press and public relations purposes. A member of staff (or authorised adult representative) will be present when an image is taken by the press or broadcast media in relation to an authorised press release or broadcast from the School. All press and broadcast contacts must go via the Head/DSL who will ensure that the images are suitable for purpose and are in accordance with the Quaker values of the School.

Use of pupil images for identification and security

All pupils are photographed on entering the school and, thereafter, at regular intervals, for the purposes of internal identification. These photographs identify the pupil by name, year group, house and form/tutor group.

Use of pupil names

It is the School's policy to use pupils' first names only in the press and other broadcast media, newsletters, magazines, annual reports and other similar publications. These publications may also appear on the School website.

Pupils in the Junior School will be identified **only** by first name. The full names of pupils in the Senior School may be used, in rare circumstances, with the permission of the Head/DSL and parents/guardians. Normally only first names will be used especially where pupils are identified on online social media, in photographs or videos.

Safeguarding

The inappropriate taking and use of pupil and other community images will be taken seriously and with due regard to the school's Safeguarding and Child Protection Policy, the Malicious Communications Act 1988 and the Data Protection Act 2018.

Images of children will only be used if they are in suitable clothing. Staff wishing to use images of pupils should consider the type of images that appropriately represent the school and the activity being portrayed. There are many activities schools can be involved in but, clearly, activities such as swimming, gymnastics and athletics present a higher risk for potential misuse than others. Images of these activities should focus on the activity rather than on a particular child; they should avoid showing the full face and body of a child; they should show children either in the water, or from the shoulders up. Staff must check with the DSL Team if they are unsure about what is appropriate; keeping children safe is always our first priority.

Concerns

Any concerns about inappropriate or intrusive photography should be raised immediately with the event organiser or any member of staff. The DSL should be informed and will consider what further action should be taken.

This policy should be read alongside the following school policies and government guidelines:

- Keeping Children Safe In Education (KCSIE 2023: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf
- Working Together to Safeguard Children (2018) (updated Dec 2020): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf
- Acceptable Use Protocol* (Staff)
- Behaviour Policy*
- Staff Code of Conduct* (within 'Employment Procedures' policy)
- E-Safety Policy*
- Internet Social Networking Policy*
- Missing Child Policy*
- Raising Serious Concerns at Work – Staff Guidance*
- Raising Serious Concerns at Work Procedure* (Whistleblowing)
- Relationship and Sex Education Policy*
- Recruitment and Selection Policy and Procedure*
- Social Respect Policy (anti bullying)*
- Special Education Needs and Disability (SEND) and Community Equality Policy*
- Student Computer Acceptable Use Policy*

***Sibford School policies and procedures are available on the school website and in the Staff Files area of Firefly**

- Prevent Duty Guidance for England and Wales: www.gov.uk/government/publications/prevent-duty-guidance
  The Prevent duty: department advice for schools and childcare providers www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
- Mandatory Reporting of Female Genital Mutilation (FGM) https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- Allegations of abuse against teachers and non-teaching staff: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/361444/DFE-RR192.pdf