



## **SAFEGUARDING (CHILD PROTECTION) POLICY**

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<b>Reviewed by:</b>	<b>Tracy Knowles/Kate Merry</b>
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<b>Signed:</b>	<b><i>Seren Wildwood</i></b> <b><i>Clerk of School Committee</i></b>

Sibford School Child Protection Policy applies to Sibford Senior School, both day and boarding, and Sibford Junior School, including our Early Years Foundation Stage. The procedures described comply with the most recent versions of the Independent Schools Standards Regulations (The Education (Independent School Standards) (England) Regulations also known as the registration standards or ISSRs; the National Minimum Standards for Boarding Schools (made under section 87 of the Children Act 1989) and the Statutory Framework for the Early Years Foundation Stage (EYFS). These regulations are laid down by the Department for Education.

This policy takes account of, and complies with, current national guidance as contained in 'Keeping Children Safe in Education' 2016 (KCSIE), 'Working together to Safeguard Children' 2015 and Department for Education guidance on matters such as 'Prevent' 2015. Copies of these documents are available in school or online.

In accordance with these regulations, Sibford School makes all of its policies available to parents and prospective parents on the public area of the school's website – [www.sibfordschool.co.uk](http://www.sibfordschool.co.uk); printed copies can be made available on request to the Head or viewed in school.

*This policy is comprehensive because we want to ensure that all members of our community – governors, teachers, associate staff, parents, volunteers and all who come into contact with our children and young people – understand Sibford School's commitment to safeguarding,*

***We emphasise the role that individual staff play in keeping child safe recognising that the welfare of children is everyone's responsibility and the need to work together in the best interests of the child.***

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## Statement of principles

Sibford School aims to nurture those qualities perceived to represent ‘that of God in everyone’ by maintaining a culture in which all in the community can be themselves and develop confidence, self-esteem and tolerance. The school sets out to enable all pupils to recognise their own talents and to help them realise their potential wherever it may lie; similarly, the school seeks to meet the educational and pastoral needs of all pupils by ensuring a secure setting in which they feel safe, valued and respected. The school aims to provide pupils with a thirst for lifelong learning and an appreciation of, and active concern for, their immediate environment and the wider community.

Sibford School fully recognises its responsibilities for child protection. The school seeks to promote positive, working relationships with other agencies involved in protecting children from harm and responding to abuse. The school also follows inter-agency procedures set out by Oxfordshire’s Local Safeguarding Children Board (LSCB). The School receives (electronically) the OSCB – Safeguarding in Education Network Bulletins and has links with the local North Oxfordshire Safeguarding group to share information and guidance.

The school recognises that individual staff have a key role to play in the prevention of harm, early identification, intervention and support for pupils at risk of significant harm. Sibford School will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously, where young people are safe and also feel safe and are able to speak to staff about their concerns. Sibford staff are alert to children who might be ‘at risk’ for example: from mental health concerns, sexual exploitation, FGM, from radicalisation or extremism, or children missing education.

Key concepts of Safeguarding at Sibford School:

1. ensuring the school practises safe recruitment in checking the suitability of staff and volunteers to work with children; (see Sibford School staff recruitment process and checks on other adults ‘Safeguarding Children and Safer Recruitment in Education’);
2. raising awareness of child protection and safeguarding issues so that the school’s responsibility to safeguard and promote the welfare of children is of paramount importance;
3. creating a happy and caring community, where safe children make more successful learners; equipping children with the skills needed to keep them safe;
4. developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
5. ensuring good practice by informing staff about what actions they should take if a child protection issue should arise;
6. supporting pupils who have been abused or are at risk of suffering abuse - providing pastoral support, preventing escalation of problems and working with outside agencies as required;
7. supporting a member of staff who is the subject of an allegation;

8. reviewing this policy annually and training staff annually, unless an incident or new legislation or guidance suggests the need for swift remediation of the policy and additional training for staff.

The policy applies to all staff, members of School Committee, and volunteers working in the school.

## Responsibilities

	<b>Safeguarding Team - Name and contact details</b>	<b>Role within the Senior Leadership Team</b>	<b>Date last attended OSCB Specialist Safeguarding/NSPCC DSL or Refresher training</b>	<b>Date when renewal of training is required</b>
Head	<b>Toby Spence</b> 01295 781201/781208 (work) 01295 781275 (home) <a href="mailto:tspence@sibfordschool.co.uk">tspence@sibfordschool.co.uk</a>	Head		
Designated Safeguarding Lead (DSL)	<b>Tracy Knowles</b> 01295 781223 (work) 01295 780805 (home) 07795 065166 (mobile) <a href="mailto:tknowles@sibfordschool.co.uk">tknowles@sibfordschool.co.uk</a>	Assistant Head (Pastoral)	NSPCC DSL Refresher - October 2017 OSCB Training the trainer - February 2017 Prevent WRAP - November 2017	October 2019
Deputy DSL	<b>Edward Rossiter</b> 01295 781265 (work) 01869 3207873 (home) <a href="mailto:erossiter@sibfordschool.co.uk">erossiter@sibfordschool.co.uk</a>	Head of Junior School	OSCB DSL training - October 2016	October 2018
Deputy DSL	<b>Helen Hoy</b> 01295 781265 (work) 01295 251951 (home) <a href="mailto:hhoy@sibfordschool.co.uk">hhoy@sibfordschool.co.uk</a>	Head of EYFS	NSPCC DSL training - October 2017	October 2019
Deputy DSL	<b>Cate Mallalieu-Needle</b> 01295 781252 (work) 01608 642685 (home) <a href="mailto:cmallalieu@sibfordschool.co.uk">cmallalieu@sibfordschool.co.uk</a>	Head of Sixth Form	OSCB DSL training - October 2016	October 2018
Designated Safeguarding Governor	<b>Kate Merry</b> 01788 823215 (home) <a href="mailto:bkerry@gmail.com">bkerry@gmail.com</a>	N/A	Oxfordshire Prevent training - October 2015  GEL online Safeguarding and Child Protection - April 2016	<i>Intends to attend Oxfordshire Safeguarding and Child Protection January 2018</i>
Independent Listener	<b>Maggie Guy</b> <b>01295 788727 (home)</b>			

**The Head, Toby Spence**, is responsible for all child protection matters in the school. The School is committed to all aspects of safeguarding and any deficiencies or weaknesses in Child Protection will be remedied without delay. The Head will:

- ensure that the child protection policy and procedures are implemented and followed by staff;
- allocate sufficient time and resources to enable the designated DSL to carry out their role effectively;
- ensure that staff feel able to raise concerns of poor or unsafe practice and that such concerns are handled sensitively in accordance with whistle blowing procedures;
- EYFS –Ofsted must be informed of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at latest.
- ensure that the pupils’ safety and welfare is addressed through the curriculum.
- Ensure that all staff are aware of the government requirements for ‘Prevent Duty’ - Prevention of Extremism and Radicalisation
- ensure that visiting speakers are suitable (whether invited by staff or pupils) or are from external groups using the school premises.

**The Designated Safeguarding Lead (DSL) for Sibford School is Tracy Knowles, Assistant Head (Pastoral).** She has received the Oxfordshire inter-agency training to provide this training on ‘Child Protection and Safeguarding’ to other staff as well as NSPCC training for the DSL. She has received training on the ‘Prevent’ duty to prevent young people from being drawn into terrorism. Tracy Knowles is also designated to take lead responsibility for safeguarding children in Sibford Senior School, Sibford Junior School, including EYFS (Foundation).

In the absence of the DSL referrals should be to one of the Deputy DSLs. If all of the Deputy DSLs are not available or are away from school, referrals should go to the Head.

**The Designated Safeguarding Lead (DSL), Tracy Knowles**, has responsibility for:

- being appropriately trained every two years at a high level and in inter-agency working or more frequently to update on changes to safeguarding and child protection;
- acting as a source of support and expertise to the whole community;
- understanding the Oxfordshire Safeguarding Children Board (OSCB) procedures;
- training the Head and all staff as the member of staff who has up to date inter-agency training;
- keeping written record of all concerns ensuring that records are kept safely, but separate from the pupil’s general file;
- keeping abreast of, and developing staff awareness of, current safe-guarding concerns and priorities including the needs of looked after children, children at risk, sexual exploitation and female genital mutilation.
- completing the Oxfordshire ‘Annual Safeguarding Report’ to the Local Safeguarding Children’s Board and ensuring it is reviewed and signed off by the Governing Body.
- coordinating the school’s implementation of the Prevent Duty.

**In addition she will:**

- deal with referrals in cases or suspected cases of abuse to social care or police as appropriate;
- train all staff (or provide online training) concerning the risks of radicalisation and how to identify children and young people at risk;
- complete the 'Prevent Self Assessment Tool Kit for Schools'
- ensure clear provisions are in place for protecting children at risk of radicalisation;
- ensure staff understand when it is appropriate to make a referral to the Channel programme, which provides support at an early stage to those being vulnerable to being drawn into terrorism;
- notify social care if a child on a protection plan is absent for more than two days without explanation;
- take the lead role for any looked after child working with social services and other agencies;
- ensure that when a pupil with a CP plan leaves the school their information is passed on to the new school and the relevant social worker informed;
- attend or contribute to child protection conferences;
- coordinate the school's contribution to child protection plans;
- ensure the Safeguarding and Child Protection Policy is updated annually or in response to regulation changes, including swift remediation of any deficiencies;
- liaise with the nominated governor and Head as appropriate;
- keep a record (with the Head's PA) of staff attendance at child protection training and train any new member of staff as part of the induction training;
- ensure that the Child Protection Policy is available to parents, including boarding parents and guardians, via the website;
- ensure that low level concerns about children are identified and monitored;
- create a culture of challenge to ensure children get the right help at the right time and an awareness of the LSCB procedure for escalating concerns;
- make referrals to the LADO for advice before any investigation takes place and within one working day;

**The Designated Governor, Kate Merry**, (bkmerry@gmail.com) ensures the school has:

- a DSL who is a member of the School Leadership Team and who has undertaken the appropriate training;
- a child protection and safeguarding policy and procedures that meet requirements and are reviewed annually and any deficiencies are remedied swiftly;
- the policy displayed on the school website;
- procedures in place for dealing with allegations of abuse against a member of staff including allegations against the DSL, Head and volunteers;
- safer recruitment policies that include the requirements for appropriate checks;
- a training strategy for all staff and the designated governor to receive training and refresher training every three years and the DSL to have training every two years;

- arrangements for all temporary staff and volunteers to be aware of the school's arrangements for safeguarding and child protection and the Prevent duty
- arrangements to review with the DSL the 'Annual Safeguarding Report' for Oxfordshire Safeguarding Children Board (OSCB) and ensure that it is signed off by the Governing Body and returned by the due date;
- arrangements for review of the 'Prevent Self Assessment Tool Kit for Schools'

## **The School's Responsibilities**

The school recognises that, because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore ensure that:

- all children are treated with respect and will be alert to changes in a child's behaviour or physical signs of abuse;
- staff tell children that there are adults in the school whom they can approach if they are worried;
- staff are aware of the range of psychological and behavioural indicators of abuse;
- staff share information only on a 'need to know' basis and do not share confidential information with others;
- staff complete a record of concern or notes from a conversation within 24 hours of a concern being raised;
- staff understand the importance of raising concerns even if they seem small rather than 'absolute proof';
- staff provide opportunities in the PSHE curriculum for children to develop the skills they need to stay safe from abuse;
- the Designated Safeguarding Lead makes a referral within 24 hours (in writing or with written confirmation of a telephoned referral) of allegations or suspicions of abuse to the local social services department or police to carry out child protection investigations;
- EYFS – Ofsted must be informed of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at latest.
- there is a robust induction process for all joiners and whole school training for all staff and the Head (including boarding and associate staff) employed by the school;
- staff know what to do when an allegation is made, and understand the Child Protection Policy and the written Code of Conduct regarding staff behaviour;
- there is induction training for all new staff, volunteers and trainee teachers if they do not attend whole school training;
- the need for compliance with revised safer recruitment procedures and the definition of regulated activity is understood by all involved in the process;
- resilience is promoted as a core value of Sibford School and as a means of helping pupils manage risk, resist pressure, make safer choices and seek help if necessary;
- children are safe by checking the internet filters and ensuring the ICT Acceptable Use Policy is known and understood.

- mutual respect and the management of debate on contentious issues is promoted through PSHE, Religious Studies and other relevant subjects which focus on democracy and diversity.

**Copies of Child Protection records will be retained for 25 years after a child has left the school, in line with Oxfordshire protocols.**

### **All staff, volunteers and Members of School Committee**

Although incidents involving the Safeguarding and Child Protection Policy are relatively rare at Sibford, it is vital that all staff are fully aware of the School's policy and the action they should take if a child protection situation arises. Staff are advised to maintain an attitude of "it could happen here" and should always act in the interest of the child. Everyone who comes into contact with children and their families has a role to play in safeguarding children, to promote the welfare of children, protect them from harm and identify those children in need or at risk.

The following points are worth noting:

- All adults have a responsibility towards the child, first and foremost;
- Lower levels of concerns about children must be identified and reported to the DSL so the child can be monitored;
- Children can suffer from one or a combination of any form of abuse;
- Abuse can take place in the home, at school or anywhere where children spend their time;
- Abuse can happen to babies, children and young people of any age, sex, ethnicity, sexual orientation or disability, including those with special educational needs;
- Safeguarding issues include 'peer on peer' abuse such as gender based violence, sexual assaults, sexting and cyber bullying; boarding house parents should be especially alert to 'peer on peer' abuse and report any concerns to the DSL immediately
- In most cases the abuser is someone known (and often trusted) by the child, for example a parent, other relative or family friend;
- Vulnerable, Looked After and disabled children are at particular risk.

**It is the responsibility of every member of the school community to recognise signs of abuse, and children in need or at risk and to refer these concerns to the Designated Safeguarding Lead promptly so that the school can in turn refer these concerns to the relevant investigatory agency – usually a social services department. Any member of the school community can also refer direct to Children's Services (Social Services) or the police. (KCSIE September 2016)**

### **Definitions and Terminology**

Abuse, in the context of this policy, includes all forms of physical, emotional, sexual abuse or neglect. Someone may abuse or neglect a child by inflicting harm or by failing to prevent harm. 'Harm' means ill-treatment or the impairment of health or development.

Child Protection refers to the process undertaken to protect children who have been identified as suffering (or being at risk from suffering) significant harm. Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development ensuring that children grow up in a safe and secure environment with optimum life chances.

The term 'child abuse' is used to describe a range of ways in which people harm children. The harm can be in the form of physical injury, sexual or emotional abuse or neglect.

All lists of 'signs' or 'symptoms' of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. What is essential is that teachers share their concerns with the DSL and that these are discussed in the light of what is known about the child and family and with those professionals with the responsibility for investigating abuse.

**If the child's situation does not appear to be improving the referrer should press for re-consideration.**

**Some definitions of child abuse and the signs to look out for are as follows:**

#### **Physical Abuse**

- Actual or likely physical injury to a child where there is evidence or reason to suspect the injury or likely injury was deliberately inflicted or not prevented.
- Physical abuse may involve hitting, shaking, throwing, poisoning (including inappropriate use of drugs or alcohol), biting, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. This includes the use of excessive force when carrying out tasks like feeding or nappy changing.
- Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill-health to a child (variously described as 'fabricated or induced illness' or 'Munchausen's Syndrome by Proxy').
- Female genital mutilation (FGM) is a form of abuse.

#### **Possible signs of physical abuse:**

- Unexplained injuries and/or refusal to discuss them;
- History of bruises/injuries with inconsistent explanations;
- Cigarette burns;
- Long bruises – possibly made by a belt or a stick or bruises inconsistent with normal physical activity;
- Teeth marks;
- Fingertip/slap marks or bruises;
- Bilateral black eyes;
- Self-destruction tendencies;
- Aggression towards others or withdrawal of a normally sociable child;
- Untreated injuries;
- Fear of medical treatment;
- Unexplained patterns of absence that could be in order to hide injuries.

Common sites of non-accidental injuries include: ears, cheeks, neck, chest, buttocks, stomach, palms, back of hands, back of wrists, inner thighs, back of legs.

### **Emotional Abuse**

- Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve causing children to feel frightened or in danger or feature developmentally inappropriate expectations.
- It may involve serious bullying or cyber-bullying causing children frequently to feel frightened or in danger.
- Some level of emotional abuse is involved in all types of ill treatment of children, though emotional abuse may occur alone.
- Where this form of abuse is suspected, advice should be sought from those with expertise in child or adolescent mental health.
- It may involve abuse related to extreme spiritual and religious beliefs when a carer views the child as 'different' and attributes this difference to be the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise the child.
- Witnessing domestic violence, ill treatment 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.

### **Possible signs of emotional abuse:**

- Excessive fear of parent/carer;
- Developmentally delayed;
- Inappropriate emotional responses;
- Self-mutilation;
- Extreme passivity or aggression;
- Running away;
- Drug/solvent abuse;
- Excessive fear of situations or people;
- Social isolation;
- Depression;
- Cyber-bullying.
- Fear or signs of neglect linked to spiritual and religious beliefs ('possession' or 'witchcraft').

### **Sexual Abuse**

- Sexual abuse is defined as the sexual exploitation of children (under 18 years old) and involves forcing or enticing a child to take part in sexual activities, whether or not he/she is aware of what is happening.
- Activities may involve physical contact, including penetrative and non-penetrative acts.
- Sexual abuse may take non-physical forms, e.g. involving a child looking at, or in production of, pornography, sexting, watching sexual activities or

encouraging him/her to behave in sexually inappropriate ways including via the internet, or grooming a child for abuse including via the internet.

- Sexual abuse is not solely perpetrated by adult males. Women and other children can also commit sexual abuse.

**The key elements in any definition of child sexual abuse are:**

- Betrayal of trust and responsibility;
- Abuse of power for the sexual gratification of the abuser.

**Possible signs of sexual abuse:**

- Depression, suicidal feelings, self-harming;
- Anorexic/bulimic; or unusual weight gain or loss;
- Acting in a sexually inappropriate way towards adults/peers;
- Unexplained pregnancies;
- Running away;
- Telling of a 'friend with a problem of abuse';
- Sexually abusing a younger child;
- Sudden changes in school or work habits;
- Fear of certain people;
- 'Chronic' medical problems (stomach pains/headaches);
- Withdrawn, isolated, excessively isolated;
- 'Sexualised' behaviour inappropriate for the age group/situation;
- Bed wetting in older children.

**Neglect**

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of his/her health and development, including non-organic failure to thrive.
- Neglect may involve parental failure to provide adequate food, shelter or clothing, protection from physical harm or danger or to ensure access to appropriate medical care/treatment. This may also include neglect of a child's basic emotional needs, such as the refusal or failure to give adequate love and affection.
- Evidence of neglect is built up over time and can cover a range of parenting tasks. Typical features include:
  - Failure by parents or carers to meet the basic essential needs, e.g. adequate food, clothes, warmth, hygiene and medical care; including exclusion from home or abandonment
  - A child seen to be listless, apathetic and unresponsive with no apparent medical cause;
  - Failure of a child to grow within normal expected pattern, with accompanying pallor and weight loss;
  - Observed thriving of child away from the home environment;
  - Voracious appetite or loss of appetite;
  - Failure to ensure adequate supervision (including the use of inadequate care-givers).
- Neglect may be based on extreme spiritual or religious beliefs (see emotional abuse).

- Neglect may occur during pregnancy as a result of maternal substance abuse.

There is often little professional consensus about what constitutes neglect. Professional opinion gathered in a recent research study agrees on the following indicators of probable or definite neglect:

- Non-compliance with specific medical care;
- Inadequate or dirty clothing;
- Child wandering or unsupervised;
- Child dirty or smelly;
- Poor child health surveillance and immunisation uptake;
- Domestic violence;
- Severe dental decay;
- Not registered with GP or dentist;
- Frequent accidents or injuries to child;
- Poor feeding or sleeping patterns;
- Refusal to accept social services input;
- Effects on relationships and poor ‘attachment’;
- Abuse of drugs and/or alcohol; self harm and suicidal thoughts;

#### **Further information on:**

#### **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. ‘Kingfisher’ Team Oxfordshire has special responsibility for CSE. Staff can directly report a concern of sexual exploitation.

#### **Female Genital Mutilation (FGM):**

Female genital mutilation (FGM) is also known as female circumcision or female genital cutting. It is a form of child abuse and can have devastating physical and psychological consequences. Since 1985 it has been against the law.

Frontline professions such as teachers and house parents, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community known to practise FGM.(see Home Office advice).

Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff need to be alert to a girl talking about a planned visit to her family's country of origin, especially if she mentions a special occasion when she will 'become a woman'. A high risk time is the beginning of the summer holiday. Staff should activate school safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

**It is a statutory duty to report cases of FGM involving children. (see guidance from KCSIE September 2016).**

The Serious Crime Act 2015 introduced a new duty on teachers, social workers and healthcare professionals to report to the police known cases of female genital mutilation (FGM) involving victims aged under 18.

See: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

**If you are worried a child may be at risk you may also make an anonymous call to the NSPCCs free 24 hr FGM helpline on 0800 028 3550 or email [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)**

**Missing Children (see Missing Pupil Policy for further details)**

A child going missing from school may also be an indicator of abuse and neglect. All staff should report immediately to School Reception (who will refer to the relevant Head of Key Stage or most senior colleague available) any child who is missing from a normal day time activity, lesson or prep. Boarding staff should contact the Head of Boarding, DSL or Head should a child be absent from the boarding house. If boarding pupils go missing in the evening staff must follow the guidelines in the Boarding Handbook, and the school policy.

**Honour Based Violence**

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture. Women and girls are the most common victims of

honour based violence however it can also affect men and boys. Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

1. domestic abuse
2. threats of violence
3. sexual or psychological abuse
4. forced marriage
5. being held against your will or taken somewhere you don’t want to go
6. assault

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

### **What is meant by sexual violence and sexual harassment?**

- Sexual violence and sexual harassment can be between two children, or a group of children.
- Both sexes may be affected, although girls are more likely to be victims of sexual violence, and boys are more likely to be perpetrators of sexual harassment.
- Children with SEND are likely to be more vulnerable.
- Sexual violence refers to rape, assault by penetration or sexual assault.
- Sexual harassment includes such things as sexual comments; sexual jokes; physical behaviour such as deliberately brushing against someone or displaying photos of a sexual nature; and online activity including sharing of images or video (sexting) or making inappropriate sexual comments (Note – this list is not exhaustive).
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent.
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered.

### **Responding to reports of sexual violence and sexual harassment**

- Reports of sexual violence are often complex and require difficult decisions to be made.
- Decisions are ultimately for a school to make on a case-by-case basis, with the DSL taking a leading role and supported by other agencies such as children’s social care or the police.
- Some situations are statutorily clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves.

### **The immediate response to a disclosure report**

- The initial response to a disclosure is important and schools ensure the victim is taken seriously and supported, managing a disclosure in accordance with the guidance in the Child Protection and Safeguarding policy.
- Staff should not assume that someone else is dealing with the incident and should discuss concerns with the DSL.
- Where an incident between two pupils takes place away from the school, the school's duties remain the same.
- Staff should never promise confidentiality.
- Schools should be aware of anonymity in cases where an allegation is progressing through the criminal justice system.
- Schools should make a risk assessment, regularly reviewed, in cases of a report of sexual violence, considering the victim, alleged perpetrator and other children at the school.
- It is important that sexual violence and sexual harassment are shown to be unacceptable, and not passed off as 'banter' or 'part of growing up'.
- While the facts are being established, schools should remove the alleged perpetrator from any classes share with the victim and consider how best to keep them a reasonable distance apart, in the best interests of both children. The victim and the alleged perpetrator should be protected.
- Schools should also consider carefully when to inform the alleged perpetrator, and this may be discussed with relevant agencies.

**There are four likely routes to consider when managing a report of sexual violence or sexual harassment:**

- Managing internally: in some cases of sexual harassment (such as one-off incidents) a school may manage the incident internally;
- Early help: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation;
- Referrals to children's social care: in cases where there has been harm, or there is an immediate risk, a referral should be made to children's social care;
- Reporting to the police: in cases where rape, assault by penetration or sexual assault is reported. Schools should not wait for the outcome of a police investigation before protecting the victim, perpetrator and other children in the school. The DSL should work closely with the police to ensure that the school's actions do not jeopardise the police investigation.
- Ongoing support in the form of formal and informal meetings and the offer of wellbeing coaching should be offered to both the victim and perpetrator as appropriate

**Sexting** ('Youth Produced Sexual Imagery')

**Definition of 'sexting':** Youth produced sexual imagery best describes the practice because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves
- ‘Sexual’ is clearer than ‘indecent’. A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout this document).

Examples – the types of incidents which this advice covers are:

- A person under the age of 18 creates and share sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 which a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This advice does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don’t contain imagery.

## **The Law**

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2001 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children (including oneself)
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

‘Indecent’ is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

## **The Police Response**

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues.

Schools may respond to incidents without involving the police.

The police may, however, need to be involved in cases to ensure thorough investigation including collection of all evidence.

## **Handling Incidents:**

### **Initial response**

Keeping Children Safe in Education (KCSIE) statutory guidance sets out that all schools should reflect Youth Produced Sexual Imagery in their Safeguarding (Child Protection) policies. Youth produced sexual imagery and a school's approach to it should be reflected in the policy.

All incidents involving youth produced sexual imagery should be responded to in line with the school's Safeguarding (Child Protection) policy.

When an incident involving youth produced sexual imagery comes to a school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

### **Disclosure**

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

An immediate referral to police and/or children's social care should be made if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's development stage, or are violent
- The imagery involves acts and any pupil in the imagery is under 13 years of age

- You have reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then a school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

### **Searching devices, viewing and deleting imagery**

Viewing the imagery:

Adults should not view youth produced sexual imagery unless there is good and clear reasons to do so. Whenever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the Safeguarding (Child Protection) policy and procedures of the school. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the DSL would need to be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies (ie it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

### **Deletion of images**

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

The Searching, Screening and Confiscation advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them, and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the materials is of such seriousness that the police need to be involved.

### **Disabled children and those with special educational needs diagnosis (SEND)**

may be especially vulnerable to abuse, as additional barriers can exist when recognising abuse and neglect in these group of children. These can include: (a) assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; (b) children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and (c) communication barriers and difficulties in overcoming these barriers.

### **Procedures for staff dealing with concerns**

The school will follow the guidance set out by 'Oxfordshire Child Protection Procedures' and by the Department for Education especially with regard to "Keeping Children Safe in Education" (Statutory Guidance for Schools and Colleges) (September 2016). All staff are required to read Part One of the guidance in KCSIE and a copy of this can be found on the staff share area of the school network and a paper copy in the staff room. The school will:

- ensure that children in NEED are reported to the DSL, then children's social care
- Children at RISK are reported to the DSL, then children's social care or the police if a crime has been committed, in 24 hrs/one day OR directly by staff
- ensure that in EYFS at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present and must accompany children on outings;
- EYFS –Ofsted must be informed of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at latest.
- ensure that the smoking ban is enforced in rooms or outside areas where children are present or about to be present (Sibford is a non-smoking campus);
- ensure that medical policies and protocols must be followed for administering both prescription and non-prescription medicines and first aid in the case of accident or injury;
- ensure that mobile phones are used appropriately, and that staff have a clear idea about what constitutes misuse, including taking photographs of children for any purpose other than school use;
- ensure that staff use the school phone and camera when taking images of children at school or school activities outside of school; if staff use their own devices the images will be loaded on to school computers and removed from their personal devices as soon as possible after the event or trip;

- ensure that visitors do not use their phones or cameras in the school setting or at school events;
- ensure that mobile phone use and use of cameras is open to scrutiny and that no phones are allowed in the EYFS setting;
- ensure that visitors sign in and out and are not left unsupervised with children;
- ensure a safe system for collection of children at the end of the day and for accounting for children staying for after school programmes;
- ensure that every member of staff, volunteer and member of School Committee knows the name of the designated (DSL) senior teacher responsible for child protection and their role;
- ensure that School Committee receives an annual report on the range of child protection issues dealt with during the year by the designated person for child protection and has a chance to ask the DSL questions;
- ensure that all staff, including the Head and volunteers, understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated teacher responsible for child protection, and receive training annually;
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and that parents of boarders are aware that the Child Protection Policy can be found on the school website;
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register;
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences;
- for all new pupils, write to the Head of the previous school reminding them of their duty of care to pass on any concerns to the new school and ask for a return notification even if there is nothing to report.
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensure all records are kept securely, separate from the main pupil file, in locked locations and handled in line with the Data Protection Act;
- develop and follow procedures where an allegation is made against a member of staff or volunteer;
- ensure safe recruitment practices are always followed (including for associate staff and volunteers) and include checks through the Disclosure and Barring Service with satisfactory outcome.

**Under no circumstances should the Head/Governors conduct their own investigation until the matter has been agreed with the Service Manager for Attendance and Welfare/Early Years and Families or Police. Attempts to do so could seriously hinder any further investigation and reduce professional impartiality.**

**All allegations should be referred to the LADO (also the Oxfordshire Service Manager for Attendance and Welfare), (tel: 01865 815956). There should be no time delay and care should be taken to maintain confidentiality.**

Most cases of actual, suspected or alleged child abuse within, **or outside** school should be reported to the DSL. The DSL will discuss the case with those making the report or allegation and take the appropriate course of action. If the report or allegation is about a member of staff or directed against the DSL, the matter should be reported to the Head. In borderline cases, doubts or concerns will be discussed with the Oxfordshire Local Authority Designated Officer (LADO also the Service Manager for Attendance and Welfare in Oxfordshire). If the allegation involves the Head, the matter must be referred to the Clerk of School Committee (The Chair of Governors), to whom matters will also be referred in the absence of the Head.

In the case of serious harm or abduction the police will be contacted without delay.

### **What to do if you, as a member of staff, are concerned about a child:**

- If you have concerns about the welfare of a child, however small, you must share this information, without delay, with the DSL.
- Welfare concerns include a range of concerns such as: abuse in all forms, domestic violence, female genital mutilation, forced marriage, substance misuse, e-safety, self injury, gang activity and abusive relationships.
- **Be aware that confidentiality, ‘keeping secrets’, cannot be promised to a pupil giving evidence or making a disclosure.**
- Always maintain confidentiality in dealing with any safeguarding issues.
- Know that you can refer directly to Children’s Services (social services) if need be.
- Know that you can refer directly to the DSL or the ‘Channel Programme’ a child at risk of being drawn into terrorism or radicalisation and extremism.
- Remember that abuse can happen anywhere, even in our school.
- You must make a brief accurate record of these concerns. **Stop** the conversation when you have enough information to be clear that it is a ‘disclosure’.
- Any allegations of abuse made by a child should be recorded using the child’s own words as far as possible.
- Access to child protection related records kept on individuals will generally be confined to the Head and the DSL. Other members of staff will have access to records on a “need to know” basis.
- In all cases, accurate, contemporaneous records should be kept **including details of all observations**, actions taken, liaison and communications. They should be dated, timed, signed and passed on to the DSL without delay.

‘Keeping Children Safe in Education’ September 2016 does stress that all staff have a responsibility to think about safeguarding and to be proactive if they think a child may need help or support. They can also take action themselves by contacting the Local Authority or the Police.

## **DSL – Procedures for making a Referral**

The DSL should assess all information available to the school about a child and refer to the Children and Young Peoples' Services or the police as appropriate and confirm this referral in writing by completing the appropriate referral form provided by the LADO (within 24 hours or written confirmation of a telephone referral). This form can also be found on the Oxfordshire Safeguarding Children Board website [www.oscb.org.uk](http://www.oscb.org.uk)

In accordance with National Minimal Standards, 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.

### **Cases where there are suspicions about abuse but no clear evidence:**

The presenting signs/symptoms must be carefully observed and a history taken in a non-judgmental way. A watching brief should be kept and the suspicions should be re-evaluated. The Children and Young Peoples' Services should be consulted if concern is not alleviated. If necessary, it is the responsibility of the DSL, working with the Head, to pass these concerns on to the Children and Young Peoples' Service.

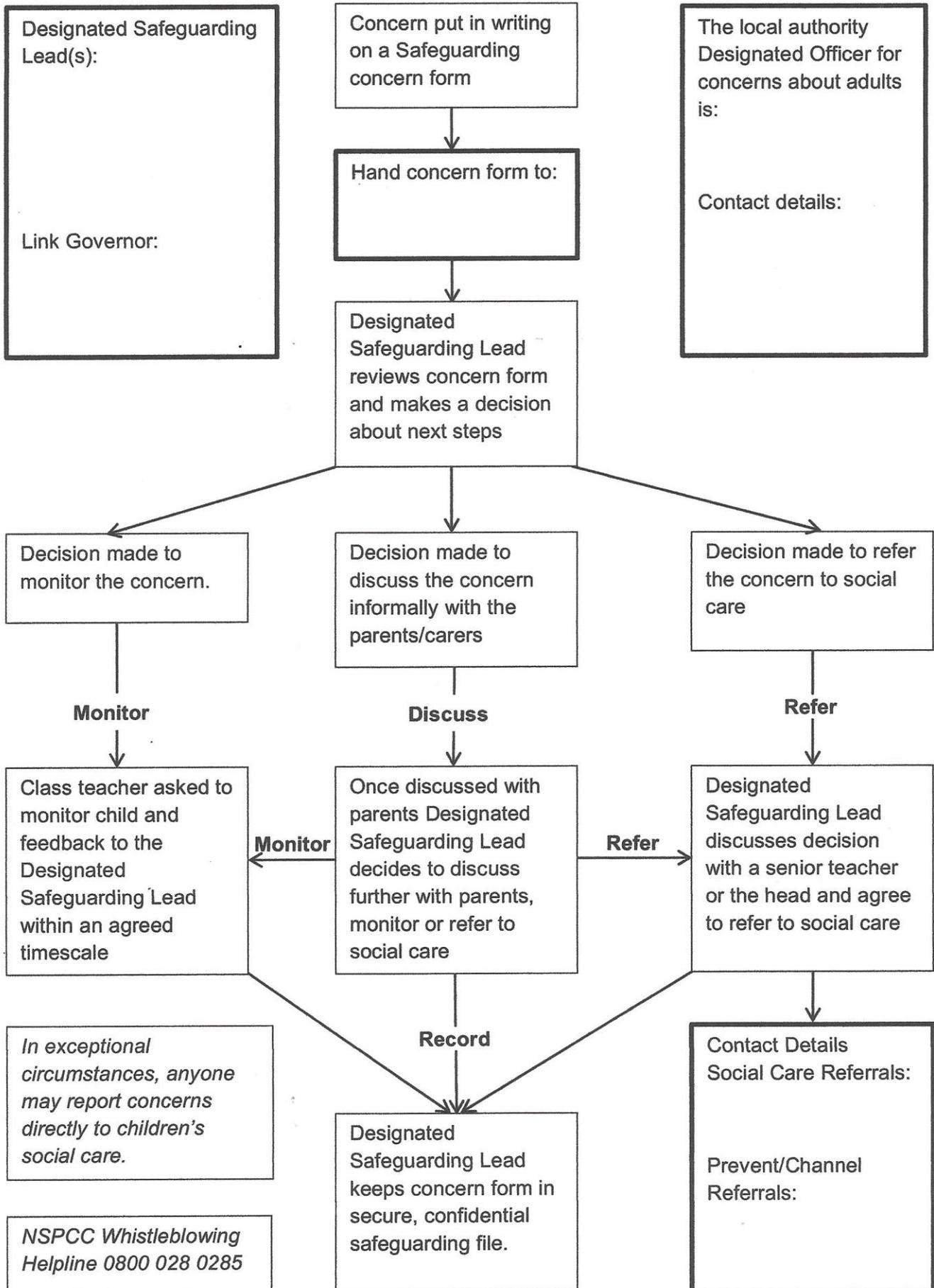
### **Outside Agencies:**

Expert diagnosis may be required quickly. The Head or DSL will arrange this. If a child makes an allegation about sexual abuse, Child Protection Services and/or Police must be informed immediately. **PARENTS MUST NOT BE CONSULTED IN CASES OF SUSPECTED SEXUAL ABUSE.**

Priorities must be to support vulnerable children and include the needs of 'Looked After Children'.

Where there are concerns about the child's safety, possible sexual exploitation and female genital mutilation, parental or pupil consent is not required for a referral to statutory agencies.

## FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



## Guidance for Staff about the Signs, Symptoms and Effects of Child Abuse

### The Effects of Child Abuse

Children are confused and frightened by abuse. It is very rare that a child makes an allegation of abuse that is fabricated. Social norms make it very hard for children to 'tell' on adults, especially those in positions of authority. They do not know where to turn for help or who they can trust. The effects of abuse are wide ranging and often profound. They vary according to the individual child, the context of the abuse and how long it has gone on, but can include:

- Behavioural problems, for example being either aggressive or withdrawn in school; or exhibiting overtly sexualised behaviour;
- Educational problems, for example difficulty in concentrating and/or under-achieving;
- Mental health problems such as depression;
- Relationship difficulties;
- Being smelly, unkempt or emaciated as a result of neglect;
- Drug and/or alcohol problems;
- Suicide or other self-harm;
- In extreme cases severe injury or death following abuse.

Many survivors comment that the emotional consequences are far more severe than the physical effects of abuse. One survivor described the consequences of the abuse: *'Today I live with rage and sadness that rule my life. I feel I shall never be a whole human being'*.

Many abused children become withdrawn, introverted and depressed, making it harder for outsiders to help. Children who have been abused often suffer from low self-esteem. When adults or other children treat them as though they are worthless, they begin to believe they are worthless. Believing that they cannot be helped, they withdraw into their own isolated world. The effects of abuse are long lasting and, sadly, many victims of abuse also endure a sense of guilt, believing that they themselves caused the abuse to take place. Do not think 'what if I am wrong' – think 'what if I am right!' and no one is helping this child.

**Fortunately, children who are abused can be helped. What is vital is that everyone who works with children is equipped to recognize signs of child abuse at the earliest opportunity so that harm can be stopped, and the damage can start to be repaired.**

**If a child chooses to confide in you then the following are helpful responses that staff or others in a position of authority can make:**

- take what the child says seriously;
- listen to the child carefully without interrupting;
- remain calm and do not rush into action that may be inappropriate;
- **reassure** the child that he/she is not to blame and has done the right thing;
- if you are in a group situation with a child, arrange to take him/her to the DSL as soon as possible;

- if the child is in immediate danger or in need of emergency medical care, make sure the relevant emergency service is contacted and contact the school DSL;
- let the child know what you are going to do to help;
- the decision to send a child home should be made by the DSL, who should consult with children's social services or the police as appropriate;
- report what you have been told to the DSL as soon as possible (or to the Deputy DSL or Head in their absence). This must always be done on the same day;
- record what was said, how the child 'appeared' in behaviour and demeanour and who was present. Use the child's exact words wherever possible.
- **keep the matter confidential to the few people who need to know;**
- never go directly to the parents as a first response.

#### **On the other hand:**

- do not allow shock or distaste to show;
- do not probe for more information than is offered and avoid leading questions;
- do not speculate or make assumptions;
- do not make negative comments about the alleged abuser;
- do not make promises that you cannot keep, for example promising that 'everything will be all right', promise help and support;
- do not promise confidentiality to a pupil giving evidence or making a disclosure;
- never delay emergency action to protect a child;
- never express disbelief in what the child is saying;
- do not try to investigate or question the child, except to clarify what you have heard. This is particularly important in cases of sexual abuse.

#### **This approach might be summarised as 'Observe, Record and Report'.**

- R Respond without showing signs of disquiet, anxiety or shock;
- E Enquire casually about how an injury was sustained or why the child appears upset, try and get a 'time' frame of when, what and where;
- C Confidentiality should not be promised to children or to adults;
- O Observe carefully the behaviour and demeanour of the child;
- R Record in detail what you have seen and heard and how the child appeared;
- D **Do not interrogate** or enter into detailed investigations. Encourage the child to say what he or she wants. STOP when enough information is gained to decide whether or not a referral is appropriate.

### **Procedures for dealing with concerns against the Head, DSL or the Clerk of School Committee**

In cases of actual or strong suspicions of abuse or serious neglect concerning a child, the information must be passed to the DSL immediately. In the absence of the DSL or if the allegation is against the DSL, the matter should be reported to the Head. If the allegation or suspicion is against the Head, the report should be made directly to the Clerk of School Committee (Chair of Governors) for referral to the Oxfordshire Safeguarding Children Board within 24 hours of the allegation being made, without

notifying the Head. If there are suspicions that the Clerk of School Committee is in collusion with or protecting the Head, allegations should be made directly to social services or the police.

Staff may also take actions themselves in contacting the Local Authority (OSCB) if they do not feel their concerns are being listened to or acted upon.

## **Procedures for dealing with abuse by one or more pupils against another pupil**

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil; ‘peer to peer abuse’. This may be an isolated incident or indeed a series of incidents over a period of time. Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the Social Respect (Anti-Bullying) policy. Boarding House parents should be especially alert to the possibility of ‘peer on peer’ abuse. Senior House Captains must 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.

When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, such abuse will be referred to local agencies.

We understand the importance of differentiating between safeguarding those children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former will always be reported to children’s social care immediately; the latter will lead to inter-agency assessment.

## **The school’s arrangements for handling allegations of abuse against teachers, other members of staff, volunteers and the Head**

The following section has been written with particular regard to the Department for Education Guidance for Local Authorities, Head Teachers, School Staff, Governing Bodies and Proprietors of Independent Schools – ‘Dealing with Allegations of Abuse against Teachers and other Staff’ (July 2011) and the Department for Education’s ‘Keeping Children Safe in Education’ (September 2016). It should also be used in conjunction with the framework for managing cases of allegations of abuse against people who work with children set out in ‘Keeping Children safe in Education’ If an allegation is made against a member of staff or volunteer the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At all stages of consideration or investigation, all unnecessary delays will be eradicated. No investigation will take place without prior consultation with the Local Area Designated Office, or in the most serious cases the police, so as not to jeopardise statutory investigations. The Oxfordshire LADO is able to offer informal advice about borderline cases on a ‘no name’ referral and is always a helpful source of guidance. The procedures for dealing with allegations need to be applied with common sense and judgment. Many cases may well either not meet the criteria set out in the relevant

documentation, or may do so without warranting consideration of a police investigation or enquiries by Local Authority Children's Services. In these cases local arrangements should be followed to resolve cases quickly and without delay.

### **Staff Allegation – How to Report:**

If any member of staff or volunteer receives an allegation against another member of staff or have their own concerns about the behaviour of another member of staff, they should **report all allegations straight away to the Head**. This includes situations of abuse which may involve staff members. In the absence of the Head a report should be made to the Clerk of School Committee (Chair of Governors). Members of staff should also report cases where the allegation or concern is against the Head directly to the Clerk of School Committee. Referral for advice and monitoring should be made to the Oxfordshire Safeguarding Board immediately (see contacts for the LADO below). The LADO should be informed within one working day of all allegations that come to the Clerk's attention or that are made directly to the police.

If the Head is absent, the person receiving the allegation (Assistant Head (Pastoral) – DSL) should immediately inform the Clerk of School Committee. If an allegation is made against a member of staff at the school, there is an obvious need to act quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and the written record passed on the same day. If the allegation is against the Head, the Designated Governor for Child Protection would co-ordinate the investigation into allegations.

The circumstances should be kept strictly confidential until the Head and LADO have been able to judge whether or not the allegation or concern indicates possible abuse. Some rare allegations will be so serious as to require immediate intervention by the Local Authority's social care services and/or police.

### **Staff Allegation – What will happen?**

The Head will inform the accused person about the allegation as soon as possible after consulting the LADO. He will provide the accused with as much information as possible at the time. However, where a strategy meeting is needed, or police or Local Authority's social care services need to be involved, the Head will not do that until the agencies have been consulted, and have agreed what information can be disclosed to the person. If it is decided that an investigation is needed it is the responsibility of the Oxfordshire LSCB to arrange a meeting to discuss how the next steps are handled. This would normally involve the police and preferably a member of the governing body of the School and the Head.

Suspension of the member of staff should only be considered in a case where there is cause to suspect a child or other children at school is or are at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically, or without careful thought being given to the particular circumstances of the case. In the most serious cases the member of staff would be suspended without prejudice or, where the circumstances are considered to warrant it, dismissed.

As a boarding school in accordance with NMS, if the member of staff concerned is a resident member of the boarding staff or lives in school property, the member of staff is expected, with the support of the school, to make alternative arrangements for accommodation away from children whilst suspended pending an investigation.

The member of staff would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded. If it is established that the allegation is not well founded, either on the basis of medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed.

### **Staff Allegation – School’s Response:**

The school is clear that there are restrictions on the reporting or publishing of allegations against teachers and will therefore ensure confidentiality and guard against unwanted publicity, even, up to the point that an accused is charged with an offence, until the DfE/TRA (Teaching Regulation Agency) publish information about an investigation or a decision in a disciplinary case.

Sibford School is committed to reporting promptly to the DBS and TRA any person (whether employed, contracted, a volunteer or a student) whose services are no longer used and the DBS referral criteria are met. We recognise that failure to make such a report constitutes an offence and that we have a legal duty to respond to requests from the DBS for information.

Sibford School will make a referral to the Teaching Regulation Agency (TRA) when a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. Referrals will be made in cases of “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, of a relevant offence”. If a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a TRA referral.

### **Advice for Staff accused of abuse**

Obviously being the subject of an allegation can cause distress to the member of staff. It can also cause distress to the whole school community. If it is felt necessary by the Head or employee, external support can be found for the individual subject to the allegation. Employees should also seek advice from their professional association. Detailed advice for staff may be found in the Staff Handbook.

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

### **The Code of Conduct for Staff**

All members of the school community are committed to upholding the Quaker principles of the school, and in particular that of seeking to find, develop and promote that “of God” in each person. Detailed guidance for staff conduct can be found in Section G of the Staff Handbook. Staff are expected to act in a professional manner and in a way which supports the ethos of the school. It is recognised that staff are human and therefore fallible. If you feel that you have acted in a way which could leave you open to criticism, it is important for your own protection that you discuss the matter with the Head or DSL without delay. Any matter which has the potential to lead to serious consequences must be discussed with the Head. Any matter that involves a Child Protection issue should go directly to the Designated Safeguarding Lead, if a member of staff is reported to the DSL, the Head is informed.

In matters of child protection and safeguarding, staff are advised and encouraged to maintain an attitude that “it could happen here”.

**Staff must read** carefully the advice given to them in Part 1, Annex A and the summary and key points of ‘Keeping Children Safe in Education’ September 2016, published by the Department for Education. This is helpful general guidance to be read in conjunction with this policy.

We recognise that particular circumstances present additional risks to safeguarding as follows:

**One-to-one tuition** – Colleagues who work with pupils in a one-to-one setting are reminded of the need to protect themselves and the child by working in a classroom or area where the door can be left open or, where the door needs to be closed, the door has a window through which the lesson may be easily seen by others. They should also endeavour to ensure that other staff know where they are and are in close proximity.

**Sports coaching** - There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during sports lessons. However, staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate. It is advisable to ‘explain first’ to a pupil before physical contact is made. See NSPCC advice sheet for further details.

**Conveying a pupil by car** – Colleagues are reminded that they must not offer lifts or agree to give lifts to pupils, unless it is an organised school trip or visit which has been sanctioned by the Head, Assistant Head (Pastoral) or Assistant Head (Curriculum) and written consent or in an emergency phone consent, has been sought from the pupil’s parents (colleagues must ensure that their car insurance covers this type of use). Senior pupils may not offer lifts to other pupils; permission may be given to siblings to travel together.

### **Safeguarding specific to Boarding**

Sibford School recognises that children can be particularly vulnerable in residential settings and boarding staff should be particularly alert to inappropriate pupil relationships and the potential for peer abuse. Boarding Staff receive additional

induction and safeguarding training tailored to meet their specific, additional duties and to make provision for responding to these issues. All staff are provided with a boarding handbook and access to specific policies and procedures which offer further support and guidelines.

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

- recruitment and selection procedures for all staff are rigorous and create a high threshold of entry to deter abusers and comply with Safer Recruitment guidance;
- staff supervising boarders outside teaching time should be 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;
- the boarding handbook is prominently displayed in the House Office area. Staff must be aware of the policies and procedures detailed in this 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 team carry out regular risk assessments and assess the buildings for potential health and safety concerns, including risk of fire;
- 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;
- staff are aware that peer on peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the policy and procedures with regards to peer on peer abuse and this policy should be read in conjunction with policies for e-safety, anti-bullying and PSHE;
- 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, WC 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 the roll of the 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.
- any member of staff who is suspected of child abuse pending an investigation, or who has 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 pay 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.
- **Access to accommodation:** Boarding houses are closed in the school day and 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, let a colleague know that you are taking the child or contact the houseparent. Always remain close to the door, never go upstairs, whilst the child collects any forgotten item.
- Members of the public are not permitted access to the boarding accommodation or have unsupervised access to boarders.

**Teaching children how to keep safe online:** Sibford School is aware that 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. The school believes in educating pupils to stay safe, including online, and policies and advice contained in the School Handbooks reflect this. Education is delivered largely through the curriculum and the comprehensive PSHE programme, but other measures are also employed in the boarding houses. Both Margaret Fell House and Penn House require boarders at night to hand in any technology which can access the internet – these devices are locked in the offices by 10 pm latest. There is also a technology-free night in each of these boarding houses. All 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. Support – or sanctions are employed dependent on the situation.

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>) and are encouraged to seek advice from The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))

**Electronic communication** - All staff, as part of their safeguarding and child protection training and E-Safety INSET, receive guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This includes guidance about engaging in electronic communication with a pupil via mobile phone, e-mail, social networking sites such as Facebook or any other form of electronic communication.

Staff are strongly advised that electronic communication with pupils and recently left pupils must at all times be professional. This applies largely to e-mail communication via the school network, and to the use of school mobile phones (for example, sporting fixtures and trips). Staff are strongly advised to refrain from e-mail communication with pupils via home computers or personal email addresses. **Staff are explicitly advised not to communicate with pupils via social networking sites such as Facebook, other than those specifically set up for school use (Old Scholars, subject groups etc).**

Guidelines for staff regarding electronic communication may be found in the school's Acceptable Use Policy and should be read in conjunction with this policy. All staff are asked (once a year) to familiarise themselves with the contents of the School's Acceptable Use Policy for staff. It can be found on the staff shared area together with the Safeguarding and Child Protection Policy, Social Respect (Anti-Bullying) and the Behaviour Policy.

**Early Years and Foundation Stage** – In addition to the Code of Conduct for all staff, members of staff in the EYFS setting must not have mobile phones or personal cameras in the setting to minimise the risk of inappropriate sharing of images in accordance with the Statutory Framework for the Early Years Foundation Stage

(2017). This also includes any visitors, ‘cover’ members of staff, Graduate Assistants or volunteers. In Foundation (EYFS) no photographs of children may be taken on personal cameras or on mobile phones with cameras.

The following statement should be read in conjunction with Sibford School Child Protection and Safeguarding Policy:

Photographs of children may be taken by staff using only school cameras provided that prior parental permission has been granted.

Images will be downloaded only onto a school computer and not downloaded for any private use by staff.

## **The School’s Recruitment Procedures - Safer Recruitment**

The school operates vetting and safe recruitment practices. Personnel at the school are appointed on this basis and in light of the Safer Recruitment guidelines by the NCSL. (Guidance can be found in *Safeguarding Children and Safer Recruitment in Education January 2007*). Section 157 of the Education Act, 2002 and the Education Act (Independent Schools Standard, 2003) require proprietors of independent schools to have arrangements in place to safeguard and promote welfare of children who are pupils at school. Broader safeguarding duties such as making reports to the Disclosure and Barring Service (DBS) and pre-appointment checks on volunteers, staff or contractors and other individuals who are not school staff or supply staff are the responsibility of the Head or the Business Manager and are completed according to the requirements set out in SCSRE.

The Human Resources Officer is the Business Manager. The Head and the Business Manager are accredited in Safer Recruitment and at least one member of any recruitment panel will have passed the required assessment. All staff will be given safeguarding and code of conduct information as part of their induction.

Sibford School ensures that an Enhanced Disclosure is obtained for every person over 16 years who works directly with children, or who lives or works on the school premises.

We do not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for. In cases where a new member of staff starts work before the disclosure is available, we will ensure that the person is supervised at all times, other checks (including Barred List) have been completed and that a risk assessment is carried out and signed.

Checks are made to ensure that appropriate child protection checks and procedures apply to any staff employed by other organisations who work with our children, whether on the school site or on educational visits.

## Management of safeguarding, including the appointment of the designated person

Tracy Knowles has been appointed as the Designated Safeguarding Lead for Child Protection and Safeguarding and the Head ensures that she has sufficient time and resources to fulfil the requirements of the role, including, where appropriate, supporting and directing other staff.

We ensure that:

- we have a nominated member of School Committee responsible for child protection (Kate Merry) and for reviewing child protection protocols with Tracy Knowles on an annual basis using the Oxfordshire self-assessment tool;
- the DSL reviews EYFS Safeguarding with the class teacher with overall responsibility for EYFS, using the Oxfordshire Self-Assessment Guide for Early Years on a regular basis;
- DSL completes the Oxfordshire Annual Safeguarding Report and return to the LADO by the stated deadline.

## Training of the designated person, staff, volunteers and the Head

- Our designated teacher for child protection receives updated training (in child protection and inter-agency working) at least at two yearly intervals, in accordance with guidance given in KCSIE 2016 and by the Oxfordshire Safeguarding Children Board.
- Regular reviews of our own professional practice ensure that we are committed to improving over time.
- All staff, including the Head, are trained in child protection annually, in accordance with guidance from KCSIE, the Oxfordshire Safeguarding Children Board and NSPCC Guidance.
- Formal and informal training outside of the September updates are delivered regularly as required with regular reviews of our provision.

Date of whole school generalist training	2 <sup>nd</sup> September 2016	Delivered by Maggie Guy	Date when renewal of training is required: Annually
Revision and update	4 <sup>th</sup> September 2017	Delivered by Tracy Knowles	Interim training planned for January 2018 (Prevent training, checking KCSIE updates)

- All staff are made aware of our whistleblowing policy and the actions that must be taken in the event of a member of staff displaying inappropriate behaviour when working with children.

- All staff, including governors, have read and signed to say they have read:-  
‘Keeping Children Safe in Education’ (KCSiE) Part 1 and Annex A  
‘Working together to Safeguard Children’ 2015  
The Role of Governors  
Safeguarding (Child Protection) Policy  
Raising Serious Concerns at Work (Whistleblowing) procedure  
Staff Code of Conduct
- All staff, including temporary staff and volunteers, are provided with induction training that includes:
  - Safeguarding (Child Protection) Policy
  - Sibford staff pocket guide – quick reference information
  - The Staff Code of Conduct
  - The identity & contact details of the Designated Safeguarding Lead
  - A copy of Part 1 and Annex A of KCSiE
  - Radicalisation & Extremism – ‘the Prevent duty’
  - Acceptable use of IT

### **Arrangements for reviewing the school’s child protection policies and procedures annually**

The Child Protection Policy is reviewed annually by School Committee. This review includes an update and review of procedures and their implementation, more regularly if required. Governors ensure our commitment to inter-agency work in line with Working Together to Safeguard Children. The link governor and the DSL will work together to complete the Oxfordshire Schools Annual Safeguarding Report, will present this report to the school governors annually, ensure that it is signed off by the governing body and sent by the due date.

The annual review of the Child Protection Policy by School Committee is preceded by a thorough review of child protection concerns during the previous year by the member of School Committee with responsibility for Child Protection and the DSL, a full report from the Senior Designated Safeguarding Lead to School Committee, opportunities to ask questions and a consideration of the efficiency with which the related duties have been carried out.

In the case of a substantiated allegation against a member of staff, we will work with the LADO to determine whether any improvements should be made to this policy, or our practice, to help prevent similar events in the future.

### **The School’s arrangements to fulfil other safeguarding and welfare responsibilities**

***“Every Child should be listened to, no matter how difficult they are to talk to.”***  
**Laming report 2009**

‘Teaching Standards’ states that teachers, including Head teachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The school recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. All school staff have a responsibility to identify children who may need extra help or who are suffering, or likely to suffer, significant harm. The school will endeavour to support the pupil through:

- the content of the curriculum and through PSHE to teach pupils to manage risk, resist pressure, make safer choices and seek help if necessary;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued; Respect, Resilience and Relationships are the core values of the school;
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school;
- the briefing of senior pupils, given positions of responsibility over other pupils, on appropriate action to take should they receive any allegations of abuse;
- liaison with the School Nurse and other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service;
- ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child’s social worker is informed;
- following school procedures for children who go missing; a child going missing from an educational setting is a potential indicator of abuse or neglect;
- arranging inter-agency assessment, undertaken by a lead profession where a child and family would benefit from co-ordinated support from more than one agency;
- ensuring children receive the right help at the right time to address risks and prevent issues escalating;

### **The ‘Prevent’ Duty – the Department for Education Advice for schools and childcare providers;**

#### **Introduction and Purpose**

The “Preventing Radicalisation” addition to the policy is part of our commitment to keeping children safe. Since the “Education and Inspections Act 2006”, schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth in extremist viewpoints, including advocacy of violent extremism. Schools have a part to play in both educating children and young people about extremism and recognising when pupils are at risk of becoming radicalised. From 1 July 2015, schools became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("CTSA 2015") in exercising their functions "to have due regard to the need to prevent people from being drawn into terrorism."

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. The duty to prevent children and young people being radicalised is set out in the following documents:

- Counter Terrorism & Security Act (2015)
- Keeping Children Safe in Education (September 2016)
- Working Together to Safeguard Children (March 2015)
- Prevent Duty Guidance: for England and Wales (March 2015)

It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk. Sibford School is in an area in North Oxfordshire designated as an area of LOW risk. Research has shown that many terrorists are not radicals and most radicals are not terrorists. However, there are many different models of radicalisation most of which are difficult to predict and identify accurately. There is no single way to identify a young person who is at risk. In this context, radicalisation can be understood as a process of socialisation by which a pupil increasingly comes to hold a potentially harmful world-view. (NSPCC – [www.radicalisationresearch.org.uk](http://www.radicalisationresearch.org.uk))

### **Three areas of compliance:**

1. Leadership - the DSL and Head to ensure staff understand radicalisation, have the capacities to deal with it, are aware of how important their duty is and can implement it effectively. They should understand this as part of the school's duty of care with regard to safeguarding.
2. Partnership – The school works in partnership with local Prevent staff and other appropriate agencies and in strengthening community cohesion.
3. Capabilities – Staff to understand what radicalisation means and why young people may be drawn into terrorism through it. They should be clear about what constitutes extremism in this context and what measures are available to prevent people being drawn into terrorism. (Section 26 of the Counter-terrorism and Security Act).

**Schools should act “proportionately”: the Prevent duty does NOT require teachers to ‘carry out unnecessary intrusion into family life.’**

### **KEY FACTS:**

- Pupils who attend our school have the right to learn in an open, tolerant and safe environment.
- The school aims to teach pupils to become more resilient by being able to: manage risk, resist pressure, make safe choices and seek help if necessary.
- The school promotes British and Quaker values of democracy, diversity, mutual respect and managing debate of contentious issues.
- Staff and pupils might consider ways of increasing their “Religious Literacy” to better engage in conversations about beliefs and values and to critically appraise information found online.
- Schools are places where ideas should be discussed and debated to give pupils the necessary skills to challenge ideas which could be harmful to them. Natural curiosity and freedom of speech should not be punished.

- The School currently assesses the risk of radicalisation to be LOW. The School carries out annual risk assessments to measure the nature and level of risks associated with radicalisation.
- The School will implement prevention measures such as applying appropriate restrictions to internet sites likely to promote terrorist materials and discussing these dangers with pupils.
- All concerns relating to radicalisation should be referred to the Designated Safeguarding Lead (DSL) or in their absence to one of the Deputy DSLs or the Head.
- The DSL will discuss all concerns relating to the radicalisation of a pupil with the Head and the LSCB so that appropriate action can be taken and appropriate referrals, including to the Channel programme, can be made.
- Where a child is at risk of immediate serious harm a referral will be made to children's social care immediately.
- The new rules are an extension of the school's responsibilities to safeguard pupils from many potential harms.

What to do if you have a concern:

- Identify the concern
- Inform the DSL in the usual way
- The DSL will refer to social care or the local Prevent lead
- Non-urgent concerns can be raised through the local police by calling 101
- The dedicated helpline for extremism is 020 7340 7246

Information on how to make a referral through the Channel

Panel: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425189/Channel\\_Duty\\_Guidance\\_April\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

### **Helpline**

#### **Preventing extremism in schools and children's services**

Email- [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

Telephone 020 7340 7264

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact our helpline.

Open Monday to Friday from 9am to 6pm (excluding bank holidays).

The school places great value on the three core areas of: **Respect, Resilience and Relationships**. Staff help pupils to develop an understanding of how good personal values can help pupils manage risks, resist pressure, make safer choices to help keep young people safe.

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

- Keeping Children Safe In Education (KCSIE) (5 September 2016 update) -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

- **Missing Pupils Policy**
- **Countering Bullying/Social Respect Policy**  
Sibford School has an effective policy on “Social Respect” which includes ways in which the school counters bullying. *The policy is provided to parents of boarders on the school website, and is available and known to both staff and boarders, including junior and recently appointed staff and volunteers.*
- **Behaviour Policy (including Rewards and Sanctions)** (including the use of physical restraint and arrangements regarding searching of pupils.)
- **Student Computer Acceptable Use Policy**
- **Staff Computer Acceptable Use Protocol**
- **Use of Pupil Images Policy**
- **Prevent Duty Guidance for England and Wales:**  
[www.gov.uk/government/publications/prevent-duty-guidance](http://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](http://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty)
- **Mandatory Reporting of Female Genital Mutilation – procedural information**  
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.
- **Working Together to Safeguard Children –**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592101/Working\\_Together\\_to\\_Safeguard\\_Children\\_20170213.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf)

### **Raising Serious Concerns at Work (Whistleblowing) Policy**

Detailed advice for staff on whistleblowing may be found in the staff handbook and in the “Raising Serious Concerns at Work (Whistleblowing)” Policy, a copy of which can be found on the staff share area of the intranet.

Whistleblowing at Ofsted hotline:

Call 0300 123 3155 (Mon-Fri. 08.00 to 18.00) or email  
[whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

NSPCC Helpline Whistleblowing 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Responsible Use of Technology (E-Safety and Social Respect)**

The School acknowledges that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. All staff must take such abuse seriously. Procedures for responsible use of technology for staff are outlined in the staff handbook and those for pupils in Responsible Use of Technology (pupils) in the pupil handbook and homework diary (Years 7 to 13) and a shortened form is found in classrooms and boarding houses. These documents have regard to the DSCF document ‘Safe to Learn: Embedding anti-bullying work in school’.

All staff and pupils are asked to periodically familiarise themselves with these policies and procedures.

### **Additional contact details for staff and parents:**

Staff who are concerned about a pupil or another member of staff should follow the procedures set out in this policy and contact the DSL, Deputy DSL's or Head as appropriate, who will then contact outside agencies if appropriate.

- The advice from Oxfordshire if a child discloses abuse is to contact one of the following straight away:
  - ❖ **MASH Line** (Multi Agency Safeguarding Hub) - 08450 507666  
Or you can email an [enquiry form](#) to MASH at:  
[mash-childrens@oxfordshire.gcsx.gov.uk](mailto:mash-childrens@oxfordshire.gcsx.gov.uk)
  - ❖ Please contact the Local Authority Designated Officer (LADO) to report an allegation, on 01865 810603 or email  
[LADO.safeguardingchildren@oxfordshire.gov.uk](mailto:LADO.safeguardingchildren@oxfordshire.gov.uk)
  - ❖ **Children's Social Care (CSC)**- Emergency Banbury Social  
Children's Social Services – Emergency Banbury - 0800 833408
  - ❖ **Oxfordshire out of hours emergency duty team - 0800 833 408**
  - ❖ **Police** – 999 or 101
  - ❖ **Child Sexual Exploitation - Kingfisher Team** (CSE / FGM concerns)  
North Oxfordshire - 01865 166670
  - ❖ **Department for Education Helpline for extremism 020 7340 7246**
  
- NSPCC - 0808 800500 or Childline - 0800 1111