

GREAT OAKS SMALL SCHOOL

SAFEGUARDING COMMUNITIES EMBRACING DIFFERENCE UNLOCKING POTENTIAL

CHILD PROTECTION POLICY & PROCEDURES

2017 - 2018

HEAD TEACHER: JULIE KELLY

CHAIR OF TRUSTEES: PENNY JACKSON

Date Agreed: JUNE 2017

Date of Next Review: SEPTEMBER 2017

CHILD PROTECTION AND SAFEGUARDING POLICY

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Safeguarding Lead Team

Designated Safeguarding Lead:

Julie KELLY, Head Teacher

Deputy Designated Safeguarding Lead(s):

Jackie NEVE, PA to Head Teacher

Andy CRANE, Health & Safety Lead

Kerri BAKER, SENCO

Rebecca TAYLOR, Curriculum Lead

Nominated Trustee:

Penny JACKSON

Policy statement and principles

Great Oaks Small School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We begin this journey with our school vision, where our students grow and learn together, developing their understanding of their community locally, nationally and internationally. Building resilience will enable our students to use a clear voice and help them to recognise when they are in vulnerable situations. The teaching we focus on in Personal, Social, Health Education (PSHE) and Social, Moral, Spiritual, Cultural (SMSC) programme encourages development of emotional intelligence which is critical for emotional well-being and life success.

Furthermore, our safeguarding practices enable our team to cascade their knowledge and vigilance beyond the school walls and our families to share confidently information with their children tightening the links between school and family liaison; thus, highlighting the importance of reporting all events that raise a concern.

We take safeguarding from school to home by distributing information packs and give opportunities to parent to attend open afternoons and further ask questions relating to information given. This takes our safeguarding into our students home and communities further promoting their safety in the wider world.

Our policies are currently being updated (and some renamed in line with the Independent School Standards).

In addition to our policies being on the website hard copies are also

available from the school office, upon request.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children and young people make more successful learners
- this policy is being updated, June 2017, in light of a change of staffing and the training of additional deputy designated safeguarding leads. It will be reviewed as planned, September 2017, unless an incident, new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children and young people are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children and young people receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and trustees and are consistent with those of the local safeguarding children board (LSCB).

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support
- Training will be disseminated at weekly staff meetings and form part of regular development days
- Parents/carers will be invited to regular information sessions
- Teaching resilience to students is fundamental to our curriculum, this enables our students to make informed choices and keep themselves safe

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the designated safeguarding lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002
- The Education (Independent Schools Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2015
- Keeping Children Safe in Education 2016
- What to do if you're worried a child is being abused 2015

Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) for child protection:

Julie KELLY, Head Teacher

The deputy designated leads:

Jackie NEVE, PA to Head Teacher
Andy CRANE, Health & Safety Lead
Kerri BAKER, SENCO
Rebecca TAYLOR, Curriculum Lead

The nominated trustee:

Penny JACKSON

Office for general enquiries: 01843 822 022 office@greatoakssmallschool.co.uk

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of Local Safeguarding Children Board (LSCB) procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually, liaises with the nominated trustee as appropriate
- makes the child protection policy available publicly, on the school's

website in addition to hard copies obtainable from the school Office, upon request.

The Deputy Designated Safeguarding Leads:

All deputy designated safeguarding leads are trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Regulated Activity

Great Oaks Small School recognises the importance of working with vulnerable children and recognises the importance of all checks required by staff when involved in Regulated Activity.

'Regulated Activity' is work which involves close and unsupervised contact with vulnerable groups including children, and which cannot be undertaken by a person who is on the Disclosure and Barring List.

The concept was introduced by the Safeguarding Vulnerable Groups Act 2006 as part of the Vetting and Barring Scheme. Following a Government Review, which resulted in a scale-back Vetting and Barring Scheme (as set out in the Protection of Freedom Act 2012), the definition of 'Regulated Activity' has been narrowed so as to reduce the type and number of activities which provide the highest levels of risk arising from the nature of the post and access to vulnerable people.

Regulated Activity relating to children; from 10 September 2012, the new definition of regulated activity relating to children comprises only:

- i Unsupervised activities: teaching, training, instructing, caring for or supervising children, or providing advice/guidance on well-being, or driving a vehicle only for children;
- ii Work for a limited range of establishments ('specified places'), with opportunity for contact: for example, schools, children's homes, childcare premises. Not work by supervised volunteers.

Work under (i) (ii) is Regulated only if done regularly (carried out by the same person once a week or more often or more on a 4 or more days in a 30 day period):

- i Relevant personal care, for example washing or dressing; or health care by or supervised by a professional;
- li Registered Child-minding; and foster carers.

Good practice guidelines and staff code of conduct

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- referring all concerns about a student's safety and welfare to the DSL, or, if necessary directly to police or children's social care.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

All staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality

- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Children missing education (CME)

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Whistleblowing if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy (copies of which can be found on the school website in addition to hard copies being accessible from the school Office) enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head Teacher. Complaints about the Head Teacher should be reported to the Chair of Trustees.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the school's Allegations of Abuse Against Staff policy and procedures.

Historical allegations and allegations concerning staff who no longer work at the school will be reported to the police.

Staff training

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if

they have a concern.

New staff and trustees will receive a briefing during their induction, which includes the school's child protection policy and staff behaviour policy, reporting and recording arrangements, and details for the DSL. All staff, including the Head Teacher, deputy DSL's and trustees will receive training that is regularly updated. All staff will also receive safeguarding and child protection updates via email, e-bulletins, website access and staff meetings throughout the year.

Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE 2016) and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. The school's Staff Recruitment policy and procedures set out the process in full. Hard copies can be accessed via the school office, upon request.

At least one member of each recruitment panel will have attended safer recruitment training.

Great Oaks Small School is registered with the DfE as a secondary school and therefore does not hold a policy or carry out procedures regarding the disqualification and disqualification by association legislation. Staff therefore, are not obliged to disclose specified information to the school as do those working at early years settings and/or at before or after school care for children under eight years of age.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked. In the event of any adult not having clearance they will be accompanied by a verified member of staff at all times, including school offsite activities.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Volunteers

Volunteers, including trustees will undergo checks commensurate with their work in the school, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The Head Teacher (deputy DSL in their absence) will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding and child protection arrangements are in place.

Staff/student online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. See the school's Online Safety Policy.

Child protection procedures

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Peer on peer abuse

If a member of staff thinks for whatever reason that a student may pose a risk of harm to himself or to others (this includes but is not limited to cases of

serious bullying) the member of staff should report their concern to the DSL as soon as possible (see the School's Anti-Bullying Policy which is accessible on the School's website for further details). All staff should be aware:

- a) that safeguarding issues can manifest themselves via peer on peer abuse;
- (b) that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another student all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social care. The concern may indicate that one or more of the students concerned may be in need of additional support by local agencies and in those cases the DSL should follow local inter-agency procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our integrated, multi-faceted approach, including:

- the promotion of our five core values:
 - kindness
 - consideration
 - thoughtfulness
 - politeness
 - respect
- Aims and Objectives:
 - Safeguarding Communities – Building Resilience
 - Embracing Difference – Embracing British Values
 - Unlocking Potential – Progress and Achievements
- Documents including the following policies, codes and reporting systems can be accessed via the school office, upon request:
 - Anti-bullying Policy

- Online Safety Policy
- Rewards and Sanctions Policy
- Behaviour and Sanctions Policy
- Code for Student Behaviour
- Behaviour and Safeguarding Reporting Systems

As aforementioned, in addition to policies being reviewed, some will also be renamed.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “it could happen here”. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

If you are concerned about a student’s welfare

There will be occasions when staff may suspect that a student may be at risk. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **The Green Form: SAFEGUARDING INCIDENT / CONCERN FORM** to record these early concerns. If the student does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the student know that in order to help them they must pass the information on to the DSL.** The

point at which they tell the student this is a matter for professional judgement. During their conversations with the students staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not be afraid of silences
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the student's mother think about it
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the **The Green Form: SAFEGUARDING INCIDENT / CONCERN FORM** and hand it to the DSL, as soon as possible
- seek support for the student, if they appear to be or feel distressed
- seek support for yourself, if you feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the student. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Head Teacher or chair of trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that **any** member of staff can contact

children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998.

Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Information sharing decisions will be recorded, whether or not the decision is taken to share.

Record of concern forms and other written information will be stored in a locked facility and] any electronic information will be password protected and only made available to relevant individuals.

The filing system for student records at Great Oaks Small School is comprised of a two parts:

- School File held securely by the SENCo
- School File held securely and accessed only by the DSL/Head Teacher and deputy DSL's, on a need to know basis. This indeed is no indication of the number of students involved in safeguarding or child protection issues but to ensure all students' welfare is assessed, monitored and reviewed on an equal basis regularly.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Head Teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's confidentiality and information-sharing policy is available via the school office, upon request. Parents, upon signed request to the Head Teacher, may have access to their child's information. Requested information must be signed for upon collection.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a

student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated safeguarding lead/Head Teacher, their deputy and the chair of trustees are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a student's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Honour-Based Violence

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female student about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including:

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the

most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable students to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). Our school's SMSC policy can be accessed from the school office, upon request.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. www.kscb.org.uk/guidance/family-and-relationships-issues/private-fostering

Where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Children in care

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep children in care safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. Appropriate staff have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Work Experience

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2016)*. Our external careers advisor is delegated responsibility, by the Head Teacher, to carry out the procedures effectively. The procedures can be accessed via the school website and are available from the school office, upon request.

'Moving-on' Team:

Julie KELLY, Head Teacher

Kerri BAKER, SENCo

Lorraine VINCENT, External Careers Advisor

Children staying with host families

Should the school may make arrangements for students to stay with a host family during a foreign exchange trip we will work with the local authority to

check that such arrangements are safe and suitable. In such circumstances the school will follow the guidance in Annex E of *Keeping Children Safe in Education (2016)* to ensure that hosting arrangements are as safe as possible.

Appendix one - Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

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

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a

parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

Appendix 2

Behaviour and Safeguarding Reporting System

At Great Oaks Small School we have a robust priority system to ensure safeguarding issues are identified early, implemented in a timely manner, functions efficiently and monitored daily, termly and annually. Our annual review of Safeguarding is undertaken by the Safeguarding Trustee and Head Teacher/DSL. Confidentiality remains a priority.

Great Oaks Small School ensures any Safeguarding issue is easy to report for students, staff and parent/carers. We do this through easy to follow posters, displayed in the school, with additional copies emailed/posted to parent/carers and accessible on the school website. Our simple guide safeguards everyone in our school community, including visitors, and enables our vulnerable students to understand the importance of reporting any concerns they may have.

A Red/Amber/Green (RAG) System is in place for both our Behaviour Log and Safeguarding Reporting procedures.

Behaviour Log is used to record both the individual and whole school progress of students in addition to individual and whole school inappropriate behaviour:

Antecedent, Behaviour, Consequences (ABC) Log:

- Green – improved outcome
- Amber – some modification to consequences needed
- Red – further action required either within or external to school
- Purple – Progress in well-being and increase in engagement to learning

Safeguarding Records:

- Green – non active
 - Any issue that arises that causes concern and cannot be managed through the ABC log moves to the Safeguarding system
- Amber – alert to possible issue
 - Relevant paperwork is completed
 - A decision is made by the DSL's to ascertain whether:
 - this is a cause for concern to be monitored or
 - Safeguarding issue – See Red

- Red – SG issue
 - Relevant professionals contacted
 - Chronology of events recorded
 - Actions formulated
 - Outcome monitored

- At the end of each term:
 - DSL's meet to discuss the progress of each individual student who is being monitored, information is gathered and decisions made whether to continue with a Safeguarding issue or move the student to Amber where the DSL's monitor for a further term before closing a case
 - Within this termly meeting, paperwork is completed and information reported to trustees

Safeguarding through the Curriculum

- SMSC/PSHE teaches the students of Great Oaks Small School to prioritise emotions and recognise need through a traffic light system. This links in with the school's Safeguarding system e.g. if students are unable to express a concern they can communicate through the traffic light system:
 - **Green**
 - Quick Fix
 - **Amber**
 - This needs a bit of time, I need your time
 - **Red**
 - This is an emergency, I'm struggling, I'm not coping

Confidentiality

- Safeguarding is of paramount importance. All adults have a duty of care to inform school, social services or the police if they have a safeguarding concern about a child or young person. All safeguarding information is treated as strictly confidential and as such is only shared on a need to know basis within school. Designated Safeguarding Leads are trained to deal with safeguarding and well-being concerns and will always inform parent/carers prior to contacting the police or social services, unless it is deemed necessary, to contact them in the first instance, to protect the child/young person.

Disseminating Safeguarding Information

- Relevant Safeguarding information will be shared with staff during morning briefing/development days, such as changes to individual student needs, Government guidelines or community alerts

- All personal information connected to Safeguarding is dealt with through telephone calls and home/school meetings with Designated Safeguarding Leads
- Staff safeguarding procedures, accountability and training is cascaded during morning briefings/ school development days
- Information regarding keeping children safe is shared with parent/carers during termly training sessions held at the school
- Safeguarding information, relating to parents and carers, is also accessed through the school website or received via school letters
 - School website notifies parents what to do if they have a safeguarding concern:
 - Online Safety
 - CEOP link
 - Appointment through the Office with a Designated Safeguarding Lead
 - Child Protection
 - Social Services link
 - Appointment through the Office with a Designated Safeguarding Lead
 - Bullying
 - Child Line link
 - Appointment through the Office with a Designated Safeguarding Lead
 - Racial
 - Child Line link
 - Appointment through the Office with a Designated Safeguarding Lead
 - Sexual Abuse
 - Link to Social Services
 - Link to Child Line
 - Appointment through the Office with a Designated Safeguarding Lead
 - Telephone Kent Police

- Female Genital Mutilation
 - Link to Social Services
 - Link to Child Line
 - Appointment through the Office with a Designated Safeguarding Lead
 - Kent Police

- Radicalisation
 - CEOP
 - Child Line link
 - Kent Police
 - Link to Social Services
 - Link to Child Line
 - Appointment through the Office with a Designated Safeguarding Lead

Students' Code of Acceptable Behaviour

- All students sign to agree that they will follow the Students' Code of Acceptable Behaviour
- Copies of the Students' Code of Acceptable Behaviour can be found:
 - on the school's website
 - in the school's main Office
 - in students induction/information pack
 - Student induction packs are given to each student as part of the introductory information when joining Great Oaks Small School updated annually and given at the start or the new academic year

- Monitoring the Code of Acceptable Behaviour
 - The students voiced the need for a confidential way to share their views on the behaviour of everyone in the school community
 - Through School Council, students voted to 'Tell Arf':
 - when unacceptable behaviour has taken place
 - when acceptable behaviour has had a positive impact
 - Pastoral Lead assistant/SENCo records, evaluates, actions, monitors and reviews the actions, on a weekly basis. All relevant matters are reported to SLT when a decision requires further discussion

Reviewing of Safeguarding Policy and Guidance

- Behaviour Log is reviewed and monitored daily for individual students by Pastoral Lead assistant/SENCo
- Our Safeguarding System is reviewed termly through DSL meetings
- The school monitors safeguarding termly through the safeguarding monitoring log
- To ensure we meet Statutory requirements the school reviews its policies regularly, adds updates as addendums to policies as necessary and is alerted of such changes through the following web-link alerts and information:
 - Kelsi
 - Think u know
 - Judicium
 - Optimus Education/Brownjacobson
 - PSHE Association
 - KCC Safeguarding Tool Kit
 - www.safeguardingschools.co.uk
 - www.stonewall.co.uk

When alerts are received the Safeguarding Monitoring Procedure is triggered.

- Our RAG system and daily monitoring ensures the effectiveness of our actions and outcomes – moved to SIMS
- Parent, student and staff feedback
 - Trustees questionnaires via email, telephone or in person
 - Emails from parents
 - Verbal feedback
 - Attendance and Engagement records

Implementing Effective Anti-Bullying Strategies

Great Oaks Small School's anti-bullying policy can be found on the school's website. Information is disseminated to parent/carers via newsletters, letters/emails, open forums; we also have an open door policy for immediate concerns to be shared, recorded, actions agreed and monitored.

School maintains a home/school monitoring log. The Home/School Monitoring Log is a current account of student's presenting anxieties and parent/carer concerns.

We monitor effectiveness through our:

- Home/school Monitoring Log
- ABC Log
- Student Code of Behaviour Monitoring Log
- Safeguarding Monitoring Log
- Attendance and Engagement

Currently the above logs are linked with the following policies which can be accessed via the school office: (As aforementioned these are currently under review.)

- Acceptable Use Policy
- Anti-Bullying Policy
- Student Code of Behaviour Policy
- Rewards and Sanctions Policy
- Behaviour and Discipline Policy
- British Values Policy
- Rewards and Sanctions Policy

We encourage respect and understanding along with tolerance across the curriculum, paying particular attention to issues that our vulnerable students have in understanding matters arising within Social Moral Spiritual Cultural (PSHE), Personal Social Health Education (PSHE) and Sex Relationship Education (SRE). All our students have the opportunity to attend 1:1 workshops to specifically receive tailor made learning, delivered in a style to suite each individual student.

Risk Assessment Policy

Our risk assessment policy was devised through extensive whole school discussions using statutory guidance and Independent School Standards.

The trustees have overall responsibility for safeguarding and promoting student welfare and well-being at Great Oaks Small School and approved our risk assessment policy on the 26th April 2016.

The Head Teacher has responsibility at an operational day to day level.

Prevention

All reasonable measures are taken to minimise the risks of harm to students and their welfare.

Protection

All appropriate actions are taken to address concerns about the welfare of a student, whether of a safeguarding nature or otherwise.

Please see Risk Assessment for Student Welfare Policy, available from the school office, upon request.

We are pleased to announce, as part of our commitment to the welfare of our students all information relating to the following shape our staff meetings and training is given in these areas on a weekly basis:

- Safeguarding including Online Safety
- Health & Safety
- Behaviour
- SEND
- Risk Assessment

This is a time where policy related information and its effectiveness is communicated to staff regularly. Furthermore, information is disseminated to staff unable to attend these meetings via the following:

- Morning briefing
- Emails
- Internet post-board
- Internet cloud
- Mentors

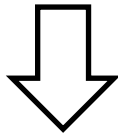
Safeguarding is an agenda item for trustee and staff meetings development days whereupon information will be shared, as appropriate, in addition to trustee/staff training taking place.

As our systems are implemented and become embedded, they increasingly form strong roots from which Great Oaks Small School will thrive and become an outstanding education provider.

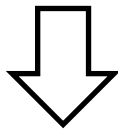
Appendix 3

Flow chart for raising Parent/Staff Concerns

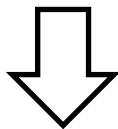
Parent/Staff Concerns regarding other staff members



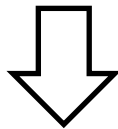
Head Teacher/DSL (in their absence deputy DSL)



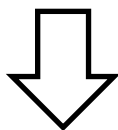
Parent/Staff concerns about the Head Teacher



Chair of Trustees



Parent/Staff Concerns about the Head Teacher or Chair of Trustees



Local Authority Designated Officer (LADO)

03000410888

kentchildrenslado@kent.gov.uk

Appendix 4

Important reporting information for parents

Anyone can report a concern.

What to do if you think a child is in immediate danger:

Call the police on **999**

Types of concerns:

Female Genital Mutilation (FGM)

The single non-emergency number: **101**

National society prevention cruelty to children (NSPCC) **08000 283550**

Report abuse: Sexual, physical, honour, verbal, neglect, FGM, radicalisation and emotional.

Kent County Council

Duty Team in office hours 03000416161

Text relay 18001 03000 416161

e-mail social.services@kent.gov.uk

out of hours 03000 419191

Online Safety

CEOP link on the schools website

Alternately google CEOP

Bullying

Child line 0800 1111

Child line will deal with any concerns relating to children and work in sign posting parents.

IF IN DOUBT – CONSULT