

# Child Protection and Safeguarding Policy

Person responsible for the Policy:	<i>Simon Ashurst</i>
Date Approved:	<i>February 2020</i>
Signed:	<i>Swavek Nowakiewicz</i>
Date for Review:	<i>September 2020</i>

At Oracle Care & Education Congleton we are committed to safeguarding and child protection in line with the statutory guidance.

As required, all staff have read and understood part one of Keeping Children Safe in Education (2019).

The named personnel with designated responsibility for Child Protection and Safeguarding are:

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
Simon Ashurst <a href="mailto:simonashurst@oraclecare.com">simonashurst@oraclecare.com</a> Telephone: 01260 294900	Catherine Follett <a href="mailto:catherinefollett@oraclecare.com">catherinefollett@oraclecare.com</a> Victoria Williams <a href="mailto:victoriawilliams@oraclecare.com">victoriawilliams@oraclecare.com</a> Telephone: 01260 294900	Swavek Nowakiewicz <a href="mailto:swaveknowakiewicz@oraclecare.com">swaveknowakiewicz@oraclecare.com</a> Telephone: 01260 294900

The named personnel with designated responsibility regarding allegations against staff/those working in the school are:

<b>Designated Senior Manager (normally the Head teacher)</b>	<b>Chair of Governors (in the event of an allegation against the Head teacher)</b>
Simon Ashurst <a href="mailto:simonashurst@oraclecare.com">simonashurst@oraclecare.com</a> Telephone: 01260 294900	Steve Bromley <a href="mailto:stevebromley@oraclecare.com">stevebromley@oraclecare.com</a> Telephone: 01260 294900

The named person with designated responsibility regarding Cared for children is:

<b>Designated teacher for cared for children</b>
Simon Ashurst <a href="mailto:simonashurst@oraclecare.com">simonashurst@oraclecare.com</a> Telephone: 01260 294900

## 1. Introduction:

At Oracle School Congleton we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Board in our school approve the S175/157 return to the Cheshire East Safeguarding Children's Partnership (CESCP) on a yearly basis.

This policy demonstrates the school's commitment and compliance with safeguarding legislation; it should be read in conjunction with:

- [Cheshire East Safeguarding Children's Partnership \(CESCP\) procedures](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [Keeping children Safe In Education 2019](#)
- Guidance for Safer Working Practice for staff working in education settings. October 2019
- School online safety policy
- Staff Code of Conduct
- Staff use of mobile phones and Social Media Policy
- ["Preventing and Tackling Bullying" DfE July 2017](#)

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all practitioners in this school make sure their approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Through our day-to-day contact with pupils and direct work with families, staff take notice of indicators of possible abuse or neglect and consult with Children's Services in Cheshire East (or in neighbouring authorities dependent upon the child's area of residence). We recognise that we form part of the wider safeguarding system for children. This responsibility also means that we are aware of the behaviour of staff in the school; we maintain an attitude of '**it could happen here**' where safeguarding is concerned.

In our school we ensure that:

- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, are treated equally and have equal rights to protection
- All staff act on concerns or disclosures that may suggest a child is at risk of harm
- Pupils and staff involved in Safeguarding issues receive appropriate support
- Staff adhere to a Code of Conduct and Staff Handbook and understand what to do in the event of any allegations against any adult working in the setting
- All staff are aware of Early Help and ensure that relevant assessments and referrals take place
- All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another

Adults understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

This policy is available on our school website and printed copies of this document are available to parents upon request. We inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction; alongside our Staff Code of Conduct.

In addition, all staff are provided with Part One of the statutory guidance '*Keeping Children Safe in Education*', DfE (2019) and are required to sign to indicate that they have read and understood it. The Designated Lead is able to support all staff in understanding their responsibilities and implementing it in their practice.

## **2.0 Aims of this document:**

- To provide staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children
- To raise awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse
- To emphasise the need for good communication between all members of staff in matters relating to child protection
- To promote safe practice and encourage challenge for poor and unsafe practice
- To promote effective working relationships with other agencies involved with Safeguarding and promoting the welfare of children, especially with Children's Social Care and the Police
- To ensure that all members of the school community are aware of our procedures for ensuring staff suitability to work with children

- To ensure that staff understand their responsibility to support pupils who have suffered abuse in accordance with their agreed plan e.g. Child in Need/ Child Protection Plan

### **3.0 Scope of this Policy**

This policy applies to all members of the school community including staff, pupils, volunteers, parents/carers, visitors, agency staff and students, or anyone working on behalf of Oracle School Congleton.

This policy is consistent with Cheshire East Safeguarding Children's Partnership (CESCP) child protection procedures.

### **4.0 Definitions of terms used in this document:**

**Child Protection:** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Safeguarding and promoting the welfare of children:** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

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

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

**Staff:** refers to all those working for or on behalf of the school/education setting in either a paid or voluntary capacity, full time or part time. This also includes parents and Governors.

**Child:** refers to all children who have not yet reached the age of 18. On the whole, this will apply to pupils from our own school; however the policy will extend to visiting children from other establishments

**Parent:** refers to birth parents and other adults who are in a parenting role e.g. carers, step-parents, foster parents, and adoptive parents.

### **5.0 Prevention:**

Children feel secure in a safe environment in which they can learn and develop. We achieve this by ensuring that:

- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure
- All staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum
- We ensure that appropriate filters and appropriate monitoring systems are in place; however we are careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children
- Emerging themes are proactively addressed and fed back to the local authority and CESCP to ensure a coherent approach so that multi-agency awareness and strategies are developed
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- Support and planning for children in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- We comply with ‘Working Together to Safeguard Children’ 2018 and support the Cheshire East Safeguarding Children’s Partnership (CESCP) Timely Support for Children and Families in Cheshire East, this document supports professionals to access the **right help and support** for children and their families at the **right time**

- We systematically monitor pupil welfare, keeping accurate records, speaking to parents and notifying appropriate agencies when necessary
- All staff are aware of children with circumstances which mean that they are more vulnerable to abuse/less able to easily access services and are proactive in recognising and identifying their needs
- The voice of the child is paramount; therefore our pupils are actively involved in safeguarding development. There is an established student group/student involvement mechanism which works with and challenges staff in order to develop aspects of safeguarding e.g. through the curriculum, approaches and displays
- We consult with, listen and respond to pupils; this take place via pupils council consultations, school's termly pupils survey and annual pupils survey commissioned by Oracle Care and Education.
- We use research evidence to inform our prevention work

## **SAFE SITE, SAFE STAFF**

We will ensure that:

- All staff receive information about the site's safeguarding arrangements, the safeguarding statement, professional behaviour and boundaries policy (code of conduct), child protection policy, the role and names of the Designated Safeguarding Lead and their deputy(ies)
- all staff receive safeguarding and child protection training in line with advice from their Local Safeguarding Children's Board which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually
- all members of staff are trained in and receive regular updates in online safety and reporting concerns
- all staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- The child protection policy is made available via Oracle Care and Education website, and where applicable individual school website page so that parents/carers are made aware of this policy and their entitlement to have a copy. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Child Protection Policy and reference to it in the school's prospectus or site Statement of Purpose
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the site
- All schools staff will be given a copy of Part 1 and Annex A of Keeping Children Safe in Education 2019 and will sign to say they have read and understood it, using appropriate formats to test knowledge

## **ROLES AND RESPONSIBILITIES**

**All members of the Governance function** understand and fulfil their responsibilities, namely to confirm that site leaders ensure;

- there is a Child Protection and Safeguarding policy together with a staff Code of Conduct
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff Code of Conduct, are consistent with statutory requirements, are reviewed annually and that the Safeguarding Children policy is publically available on Oracle Care and Education website or by other means
- that all staff including temporary staff and volunteers are provided with the site's Safeguarding Children policy and staff code of conduct
- all education staff have read Keeping Children Safe in Education (2019) part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance
- the site operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- the site has procedures for dealing with allegations of abuse against staff (including the Headteacher, volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- a member of the Governing Body, usually the Chair or a member of Senior Leadership Team, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- a member of the Senior Leadership Team has been appointed as the Designated Safeguarding Lead (DSL) and will take lead responsibility for safeguarding and child protection
- on appointment, the DSL and deputy(ies) undertake appropriate Local Authority DSL training and 'Update' training at least every two years
- all other staff have safeguarding training updated as appropriate. At least one member of every interview panel has completed safer recruitment training to be repeated every three years

### **The Headteacher will ensure that:**

- Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff
- sufficient time, training, support, resources, including cover arrangements necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of children and young people and attendance at strategy discussions and other necessary meetings
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- systems are in place for children and young people to express their views and give feedback which operate with the best interest of the child



- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures
- that children and young people are provided with opportunities to learn about safeguarding, including keeping themselves safe online
- they liaise with the Local Authority Designated Officer (LADO) or equivalent postholder, before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer
- anyone who has harmed or may pose a risk to a child is promptly referred to the Disclosure and Barring Service

### **The Designated Safeguarding Lead:**

- holds ultimate responsibility for safeguarding and child protection in the site
- acts as a source of support and expertise in carrying out safeguarding duties for the whole site community
- encourages a culture of listening to children and young people and taking account of their wishes and feelings
- is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually
- will refer a child if there are concerns about possible abuse, to the appropriate local authority team and act as a focal point for staff to discuss concerns
- will keep detailed, accurate records of all concerns about a child even if there is no need to make an immediate referral
- will ensure that all such records are kept confidential, stored securely
- will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children
- has a working knowledge of relevant LSCB procedures
- will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents
- will ensure that any child/young person currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team
- will ensure that all staff sign to say they have read, understood and agree to work within the site's Safeguarding Children policy, staff code of conduct and for education staff Keeping Children Safe in Education Part 1 and annex A and ensure that the policies are used appropriately
- will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all staff, keep a record of attendance and address any absences
- will undertake the Safeguarding Audit annually and as required
- will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the site, with a statement explaining the site's role in referring and monitoring cases of suspected abuse.

The Deputy Designated Safeguarding Lead(s) ( DSL) is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children and young people. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

### **All staff**

- understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action
- consider, at all times, what is in the best interests of the child
- know how to respond to a child/young person who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015)
- will refer any safeguarding or child protection concerns to the DSL or if necessary where the child/young person is at immediate risk to the police or Children's Social Care;
- will provide a safe environment in which children can live and learn
- will sign to say they have read and understood Part 1 and Annex A of Keeping Children Safe in Education 2019
- adhere to a Code of Conduct/Staff Handbook/Code of Practice (delete/insert title of school document) and understand what to do in the event of any allegations against any adult working in the setting
- are aware of Early Help and ensure that relevant assessments and referrals take place
- are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; they recognise that, in most cases, multiple issues will overlap with one another
- understand that children's poor behaviour may be a sign they are suffering harm or that they have been traumatised by abuse.

### **6.0 Early Help:**

All staff understand the Cheshire East Safeguarding Children's Partnership (CESCP) 'Continuum of Need' and Child Protection procedures; to ensure that the needs of our children are effectively assessed; decisions are based on a child's development needs, parenting capacity and family & environmental factors. We ensure that the most appropriate referrals are made. We actively support multi agency planning for these children and, in doing so, provide information from the child's point of view; bringing their lived experience to life as evidenced by observations or information provided. Staff know how to pass on any concerns no matter how trivial they seem.

Staff members always act in the interests of the child and are aware of their responsibility to take action as outlined in this policy. In our school staff are aware that they must be prepared to identify those children who may benefit from early help. The staff are alert to the potential need for early help for a child who:

- is disabled and has specific additional needs

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a 'privately fostered child'

If there are concerns about a child's welfare that do not meet the thresholds of child abuse the school will consider whether the Early Help approach should be considered. Staff are aware that early identification of concerns and the use of Early Help to develop a multi-agency plan for the child can reduce the risk of subsequent abuse.

Our school is an Operation Encompass school which means that we are able to give proactive support to those children and their families where domestic abuse is identified.

If a member of staff has concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care/consult with ChECS/contact the police. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. In the first instance staff should discuss 'Early Help' requirements with the Designated Safeguarding Lead. If early help is appropriate the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

As staff may be required to support other agencies and practitioners and parents/carers and children in an early help assessment; all staff are aware of the relevant assessments and appropriate support is given to them when they undertake an early help assessment.

Where early help and or other support is appropriate we ensure that the case is kept under constant review. If the child's situation doesn't appear to be improving we take appropriate action.

The children in our school are made aware that there are adults whom they can approach if worried or in difficulty.

There is adequate signposting to external sources of support and advice for staff, parents and pupils. Child Protection and Safeguarding policy is available for parents, children, school staff and professionals to access via Oracle Care and Education website. The website provides direct access to CEOP via Click button. This allows access to advice in support from the National Crime Agency and is dedicated to tackling the sexual abuse and exploitation of children and young people.

All pupils and the school staff has access to information and guidance related to child protection which is displayed in the school corridors and school offices. All visitors are issued a Child Protection and Safeguarding leaflet informing them about Safeguarding arrangements in the school and what to do if a pupils will disclose information relating to any safeguarding issues.

### **7.0 Early Help, Child in Need and Child Protection**

In our school we ensure that we follow Cheshire East's Multi-agency Practice Standards [CE multi-agency practice standards 2016](#) to ensure that our work, on behalf of our children, is of a consistently good standard. We use these standards to challenge other workers on behalf of children where the standards are not being met.

### **8.0 Concerns about a child- recording and reporting:**

Our recording procedures are in line with those outlined in Cheshire East's "Recording and Reporting Guidance." 2019; the Designated Safeguarding Lead and the Deputy Lead are aware of this document.

Where a member of staff is concerned that a child is in immediate danger or is at risk of harm they should report this to the Designated Safeguarding Lead, or their Deputy, without delay. A written record should be made of these concerns as soon as possible following the disclosure/concern being raised; this must be on the same working day.

Where staff have conversations with a child who discloses abuse they follow the basic principles:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- never undress a child to physically examine them
- allow time and provide a safe haven / quiet area for future support meetings
- At no time promise confidentiality to a child or adult

Staff are aware that they should not question the child; other than to respond with TED - **Tell me what you mean by that, Explain what you mean by that, Describe that.** Staff will observe and listen, but do not probe/ask any leading questions.

The Designated Safeguarding Lead will obtain key information and agree relevant actions after making a timely assessment of the information.

We recognise that parents may hold key information about incidents/allegations therefore, **in the majority of situations; the Designated Safeguarding Lead will speak to the parents and gain their consent** to discussing the situation with others. Staff are aware that there will be very few instances where, to speak to the parents, could further endanger the child. In those situations they would still consult/refer, but would have clearly recorded reasons as to why they had not gained parental consent.

The following situations are the instances in which parental consent would not be gained prior to a referral:

- Discussion would impede a police investigation or social work enquiry
- Sexual abuse is suspected
- Organised or multiple abuse is suspected
- Fabrication of an illness is suspected
- Female Genital Mutilation (FGM) is suspected
- Forced marriage is suspected
- Honour Based Abuse
- Extremism or radicalisation is suspected
- County Lines activities are suspected

Staff are also aware that, even in situations where the parent does not give consent, the best interests of the child are paramount and therefore, they would share their concerns. In addition, the referral will not be delayed if it has not been possible to contact the parents/carers.

A consultation will take place with Cheshire East Consultation Service (ChECS) and/or the police immediately. Where a child lives in a different authority the Designated Safeguarding Lead follows the procedures for that authority.

Where possible we ensure that contacts with outside agencies are through the Designated Safeguarding Lead or their Deputy; however staff are aware that anyone can make this contact. Where a member of staff makes contact they ensure that they make the Designated Safeguarding Lead aware as soon as possible.

Safeguarding Records are held electronically any hard copies of records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Head teacher and Designated Safeguarding Lead.

All records provide a factual, accurate, evidence-based account. Records are signed, dated and where appropriate, witnessed.

The school ensures that safeguarding information, including Child Protection information, is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes
- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

We ensure that information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school. We also ensure that Key workers or social workers are notified where a child leaves the school (as appropriate).

## **9.0 Safe Working Practices**

### **Use of mobile phones, cameras and internet:**

The school and staff take safeguarding seriously and understand this policy is overarching. We refer staff to the '*Staff use of mobile phones and Social Media Policy*', '*Code of conduct*' and '*Guidance for Safer Working Practice for those working with children and young people in Education Settings May 2019*'.

### **Personal mobiles and electronic devices:**

Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used by staff at the school/setting.

If staff have personal phones or devices these are stored securely in the staff room and will be switched off or on silent whilst during the teaching day.

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

It is the responsibility of the staff member to ensure that there is no illegal or inappropriate content stored or used on their device when brought on to school grounds.

### **School devices:**

School devices remain the property of Oracle School Congleton and in using those staff will follow the Oracle Care and Education *Staff use of School devices Policy*'

Electronic devices should be password protected so that content cannot be accessed by unauthorised users.

### **Cameras photography and images:**

Oracle School Congleton will obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

Staff will ensure the Oracle School Congleton designated camera or recording devices (tablets, cameras, laptops etc) are used when capturing evidence of work undertaken.

## **E-safety**

Our children and young people increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and Oovoo

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Children and young people may also be distressed or harmed by accessing inappropriate material such as pornographic

websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders

Oracle Care and Education has an online/e-Safety which explains how we try to keep children and young people safe in schools and homes and how we respond to online safety incidents.

Children and young people are taught about online safety and all staff receive online safety training which is regularly updated

The school is taking appropriate measures to assure that all pupils are safe when accessing the internet. Smoothwall, a robust filtering system is in place. The filtering system is set to prevent access to inappropriate material being accessed as well as received. The DSL and the ICT teacher are automatically notified of any breaches of e-safety. The ICT teacher regularly monitors the internet usage or he checks usage after a breach of any safety.

If a breach is detected it will trigger a review of the e-safety procedures and policies. To assure the safety of pupils all education staff complete e-safety training annually. The school uses E-safety Support website, which allows the pupils' to complete on line e-safety awareness and how to keep yourself safe. The PHSE curriculum includes e-safety modules to enable pupils to gain knowledge and understanding of potential risks and how to report any concerns, which they may have when accessing the internet.

### **How does the school provide e-safety education?**

- E-safety as an ICT/computing teaching unit including, but not limited to: how to judge the validity of website information; how to remove cyber-bullying; computer usage and the law; how to spot and remove viruses; why copyright is important.
- E-safety as a PSHE teaching unit including, but not limited to: how to deal with cyber-bullying; how to report cyber-bullying; the social effects of spending too much time online.
- E-safety as part of pastoral care including: form time activities; assemblies; year group presentations; tutorial opportunities.
- E-safety events, eg Safer Internet Day and Anti-Bullying Week.

This provision will be evidenced in the following school documents: Curriculum Planning; Assembly evidence folder; SMSC folders.

### **Working off school premises:**

Where staff take school computer/digital equipment / or records in paper form, off school site, they do so with the view that they abide by the staff Oracle Care & Education Information Security – GDPR policy 047

Staff are reminded that information, both in paper or electric form, is sensitive and protected under data protection and GDPR and should be safe and securely stored off the premises and during transport. Oracle Care & Education Information Security – GDPR policy 047



## **Mobile phones and cameras**

### **Personal Mobiles – Staff**

- Staff are not permitted to make/receive calls/texts during contact time with children.
- Emergency contact should be made via the school office and/or via landlines located in each
- Faculty or by walkie-talkies where provided. If you are in a location where communication is no possible (e.g. fields, woods,) and you do not have a mobile phones for emergency use only.
- Staff should have their phones on silent or switched off and out of sight (eg in a drawer, handbag) during class time.
- Mobile phones should not be used in a space where children are present (eg classroom, corridor, and playground).
- Use of phones (including receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g in office areas, staff room, empty classrooms.
- Staff must security protect access to their phone.
- Should there be exceptional circumstances (e.g acutely sick relative), then staff should make the
- Headteacher and office staff aware of this so messages can be relayed promptly. On weekends or holidays, when the office is not usually manned, they may have their phone available in case of needing to receive an emergency call. If possible the phone should still be on silent.
- Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras, iPad or school phones.
- Staff should report any usage of mobile devices that causes them concern to the Headteacher.

### **Mobile Phones for work related purposes**

We recognise that mobile phones provide a useful means of communication on off-site activities.

However, staff should ensure that:-

- Mobile use on these occasions is appropriate and professional (and will never include taking photographs of children)
- Mobile phones should not be used to make contact with parents during school trips – all relevant communications should be made via the School Office.
- Where parents are accompanying trips they are informed not to make contact with other parents (via calls, text, email or social networking) during the trip or use their phone to take photographs of children.

### **Mobile Phones Pupils**

Pupils are not allowed to use mobile phones on the school premises.

**Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.**

**Under no circumstances the staff will take pictures or recordings of pupils on their personal phones or cameras.**

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

### **Use of mobile phones by parents, volunteers and visitors**

Parents, visitors and volunteers (including governors and contractors) must adhere to this policy as it relates to staff if they are on the school site during the school day.

This means:

- Not taking pictures or recordings of pupils, unless it's a public event (such as a school fair), or of their own child
- Using any photographs or recordings for personal use only, and not posting on social media without consent
- Not using phones in lessons, or when working with pupils
- Parents, visitors and volunteers will be informed of the rules for mobile phone use when they sign in at reception or attend a public event at school.

Parents/carers or volunteers supervising school trips or residential visits must not:

- Use their phone to make contact with other parents
- Take photos or recordings of pupils, their work, or anything else which could identify a pupil

**Parents must use the school office as the first point of contact if they need to get in touch with their child during the school day. They must not try to contact their child on his/her personal mobile during the school day.**

### **10.0 Allegations against staff**

Support and advice is sought from Children's Services or the Local Area Designated Officer (LADO), and our Personnel/Human Resources advisor whenever necessary.

At Oracle School Congleton we recognise the possibility that adults working in the school may harm children; that they may have

- behaved in a way that has harmed a child, or may have harmed a child
- committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicates that they are unsuitable to work with children

Any concerns of this nature, about the conduct of other adults, should be taken to the Headteacher without delay or, where that is a concern about the Headteacher, to the Chair of Governance Committee and the LADO.

Staff are aware that this must be done on the same working day.

The school will not internally investigate until instructed by the LADO.

We make all staff aware of their duty to raise concerns. Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. They have been made aware of those other channels of support via Child Protection and Safeguarding training and information displayed in the staff offices

**Please see Appendix 13**

## **WHISTLE-BLOWING**

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

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the site's safeguarding arrangements. If it becomes necessary to raise concerns to somebody independent of the site they should report to a regional lead or follow the Oracle Care and Education Whistleblowing Policy and contact [whistleblowing@oraclecare.com](mailto:whistleblowing@oraclecare.com).

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **11.0 Safer Recruitment**

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2019 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- Operating safe recruitment practices; including highlighting the importance we place on safeguarding children in our recruitment adverts and interview questions, appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining practitioner references,

checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures

- Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct
- Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct
- Requiring all staff to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification under the Child Care Act 2006 (amended following the 2018 Regulations)
- Maintaining an accurate, complete, up to date Single Central Record

**Please see Appendix 12**

### **12.0 Staff training and updates:**

In our school there is a commitment to the continuous development of all staff, regardless of role with regard to safeguarding training:

All staff undertake Cheshire East Safeguarding Children Partnership (CESCP) 'endorsed' Basic Awareness in Safeguarding and Child Protection training within the first term of their employment/placement. This training is refreshed every 3 years; to enable them to understand and fulfil their safeguarding responsibilities effectively.

All staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

The Designated Lead and any Deputy attend (CESCP) multi agency Safeguarding and Child Protection training on an annual basis.

The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Leads Meetings held each term coordinated by the SCiES Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes within Cheshire East.

The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gaps.

### **All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's

safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually. Also volunteers will receive appropriate training.

**Please see Appendix 11**

### **The DSL and deputy/deputies**

The DSL and deputy/deputies will undertake Local Authority child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

### **13.0 Cared for children (Looked after children)**

In Oracle School Congleton we ensure that staff have the skills, knowledge and understanding necessary to keep Cared for Children safe as we aware that children often become cared for as a result of abuse and/or neglect. We have identified a designated teacher for our Cared for Children; this person works closely with the Virtual school.

### **14.0 Children with special needs and disabilities**

100% of pupils in Oracle School Congleton have additional education needs. Therefore our staff need to understand that this group of children is at high risk of potential abuse. It is important that steps are taken to protect the welfare of our

pupils. **All staff have an obligation to report to the DSL any safeguarding concerns.**

We ensure that staff have knowledge and understanding of the additional barriers which can exist when recognising abuse and neglect in children with special needs/disabilities.

These barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- **children** with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs and
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- One to one tutorials
- Therapy support
- Regular contact with parents, carers and social services, Local Authority SEND and virtual schools

We aim to build the necessary skills in staff so that they can safeguard and respond to the specific needs of this group of children.

### **15.0 The use of 'reasonable force'**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. Please see Behaviour and Sanction policy 003 available on the schools website.

### **16.0 Private Fostering**

We recognise that our school has a mandatory duty to report to the local authority when we become aware of, or suspect that, a child is subject to a private fostering arrangement. To aide our awareness we ensure that we establish parental responsibility for each and every child; we take steps to verify the relationship of the adults to the child when we register them.

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if

disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

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

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

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

Where a member of staff becomes aware of private fostering arrangements they are aware that they need to notify the Designated Safeguarding Lead. The Designated Safeguarding Lead will then speak to the family of the child involved to check that they are aware of their duty to inform Cheshire East. The school would also inform Cheshire East of the private fostering arrangements.

## **17.0 Children Missing out on Education and Missing from Education**

Under Section 175 of the Education Act 2002 we have a duty to investigate any unexplained absences especially as a child going missing from education is a potential indicator of abuse or neglect.

At Oracle School Congleton we follow Cheshire East's procedures for dealing with children that go missing from lessons and/or school. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We also ensure that we are rigorous in our attendance procedures; these are outlined in our attendance policy. Where a child's destination is unknown when they have left our school we ensure we carry out all necessary checks and refer them as Children Missing Education (CME), using the appropriate notification form on the Cheshire East website, so that they can be followed up on. Staff are aware of the trafficking of children and the importance of rigour around our attendance procedures to reduce this as a threat to our children's safety.

## **18.0 Specific safeguarding issues**

All staff have an awareness of safeguarding issues. They are aware that these safeguarding issues may not directly involve the child in our school but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Staff are supported in accessing and completing the relevant screening tools.

As a listening school staff would pick up on these issues and would know how to identify and respond to:

- Physical Abuse
- Sexual Abuse
- Emotional
- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Criminal Exploitation
- Extremism and Radicalisation
- Children missing education
- Domestic abuse
- Peer relationship abuse/Teenage Relationship Abuse
- Risky behaviours
- Problematic and Harmful Sexual Behaviour
- Sexual health needs
- Obesity/malnutrition
- On line grooming
- Inappropriate behaviour of staff towards children
- Bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010
- Self Harm
- Honour based violence including - Female Genital Mutilation, Breast Ironing, Forced Marriage
- Unaccompanied asylum seeking children
- Child Trafficking
- Modern Day Slavery

Staff are aware that behaviours linked to issues such as drug taking, alcohol abuse, domestic abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**An overview of specific safeguarding issues and our response are provided within appendix 6.**



## **19.0 Governance Committee Responsibilities**

### **Evaluation and monitoring**

The Governance Committee fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The CEO of Oracle Care and Education has ultimate responsibility for its schools

The school also have a Head of Service to whom the Headteacher reports.

The CEO and Head of Service visit the school regularly, supervise the Headteacher and writes a report. The CEO reports to the Board of Directors

An overview of Safeguarding issues is reported to the office of the CEO on a monthly basis at the monthly Education and Care KPI as well as via Governance committee reports which are issued weekly, half-termly and bi-annually.

Evaluation of this policy and procedures will be based on monitoring of:

- Young persons' views, as gathered in a variety of ways (e.g. termly school survey and annual Oracle Care and Education survey)
- Family views, as gathered through the Parent/Carer meetings
- Professional judgement
- Local Authority LSCB guidance
- Local Safeguarding team guidance
- Ofsted guidance
- Department for Education guidance
- Carries out an annual Safeguarding Audit in consultation with the Governing Board, sharing this with the CESCOP on request

Outcomes of monitoring will be used to make recommendations about any improvements required to the policy and procedure. This will take place as and when required

Monitoring is undertaken by the Heads of Services and outcomes are reported to the Oracle Care and Education CEO against Quality Performance indicators in monthly KPI

Oracle Care and Education also has a Safeguarding Committee who meet monthly and report on safeguarding developments to the Oracle Care and Education CEO

An annual audit of Safeguarding Provisions and practice is undertaken for all sites within the division

## 20. Site Security

Oracle School Congleton provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

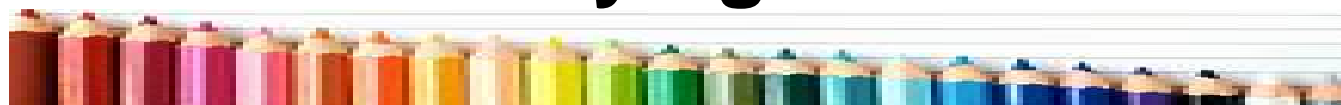
- Gates are kept closed during the school day, visitors gain access through the main reception entrance.
- Visitors, volunteers and pupils must only enter through the school entrance and after signing in at the reception will be issued with a school lanyard with visitor's pass. School has a clear system of ensuring that all visitors are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitor's pass will be challenged by any staff member and this will be reported to Senior Leadership Team member.
- Parents, carers and grandparents attending functions or meetings have access only through the designated and supervised entrances and will be issued with a school lanyard with visitor's pass after signing in.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- At least two members of staff are always on duty at break times.
- Health and safety audit to be completed annually with risk assessment and will form part of Governance Committee bi-annual report. This will include a fire evacuation and invocation Prevent risk assessment.
- Risk management of site security is managed by senior leadership/governance, school has a clear system of risk assessments and review timescales of these.

### **Finally:**

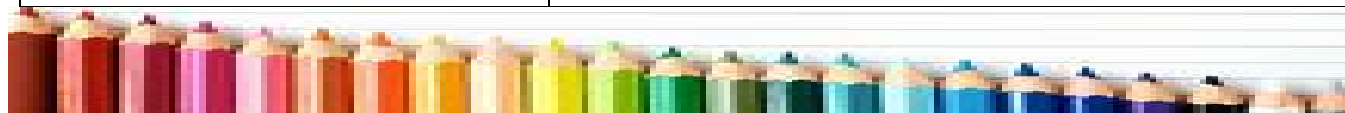
Staff in Oracle School Congleton take the safeguarding of each and every child very seriously. This means that, should they have any concerns of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected. This is never an easy action, nor one taken lightly. They are aware that it can lead to challenge from parents/carers, but at all times staff have the child at the heart of all their decisions and act in their best interests.

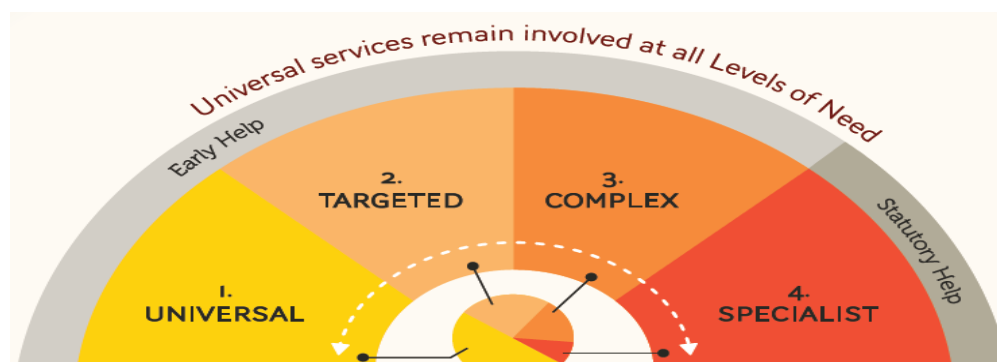
Further information on our safeguarding and related policy documents and procedures is available on request from the Headteacher or Designated Safeguarding Lead.

# Staying Safe



<b>Designated Safeguarding Lead</b>	
<b>Deputy Safeguarding Lead</b>	
<b>Chair of Governors</b>	
<b>Our local contact numbers are:</b>	
<b>Safeguarding of children concerns</b> <i>(Children living in Cheshire East)</i>	<b>0300 123 5012</b> <b>Cheshire East Consultation Service</b> <small>(Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm)</small> <b>0300 123 5022</b> <b>Emergency Duty Team</b>
<b>Safeguarding of children concerns</b> <i>(Children living in other Authorities)</i>	<b>For Staffordshire children please see appendix 7 to 10</b>
<b>Allegations against an adult working with children</b>	<b>01270 685904/ 01606 288931</b> <i>Local Authority Designated Officer (LADO)</i>
<b>Prevent referrals</b>	<b>Tel: 01606 362147</b>
<b>Police (Emergency)</b>	<b>999</b>
<b>Police (Non Emergency)</b>	<b>101</b>





<p style="text-align: center;"><b>Universal</b></p> <p>Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health, GP, schools)</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.</li> </ul>	<p style="text-align: center;"><b>Targeted</b></p> <p>Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Early Help Assessment (EHA) can help to identify and plan to meet needs and involve others where necessary.</li> </ul>
<p style="text-align: center;"><b>Complex</b></p> <p>Children who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> <li>• <b>Response:</b> Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.</li> <li>• Identify a lead practitioner to co-ordinate support and be primary link with the family.</li> <li>• Hold a multi-agency meeting and use the Early Help Assessment (EHA) with child and family to assess their needs. Develop and implement an Action Plan and review progress.</li> </ul>	<p style="text-align: center;"><b>Specialist</b></p> <p>Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> <li>• Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.</li> <li>• Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</li> </ul>

If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)

**Tel: 0300 123 5012**  
**Tel: 0300 123 5022 (Emergency Duty Team for out of hours)**

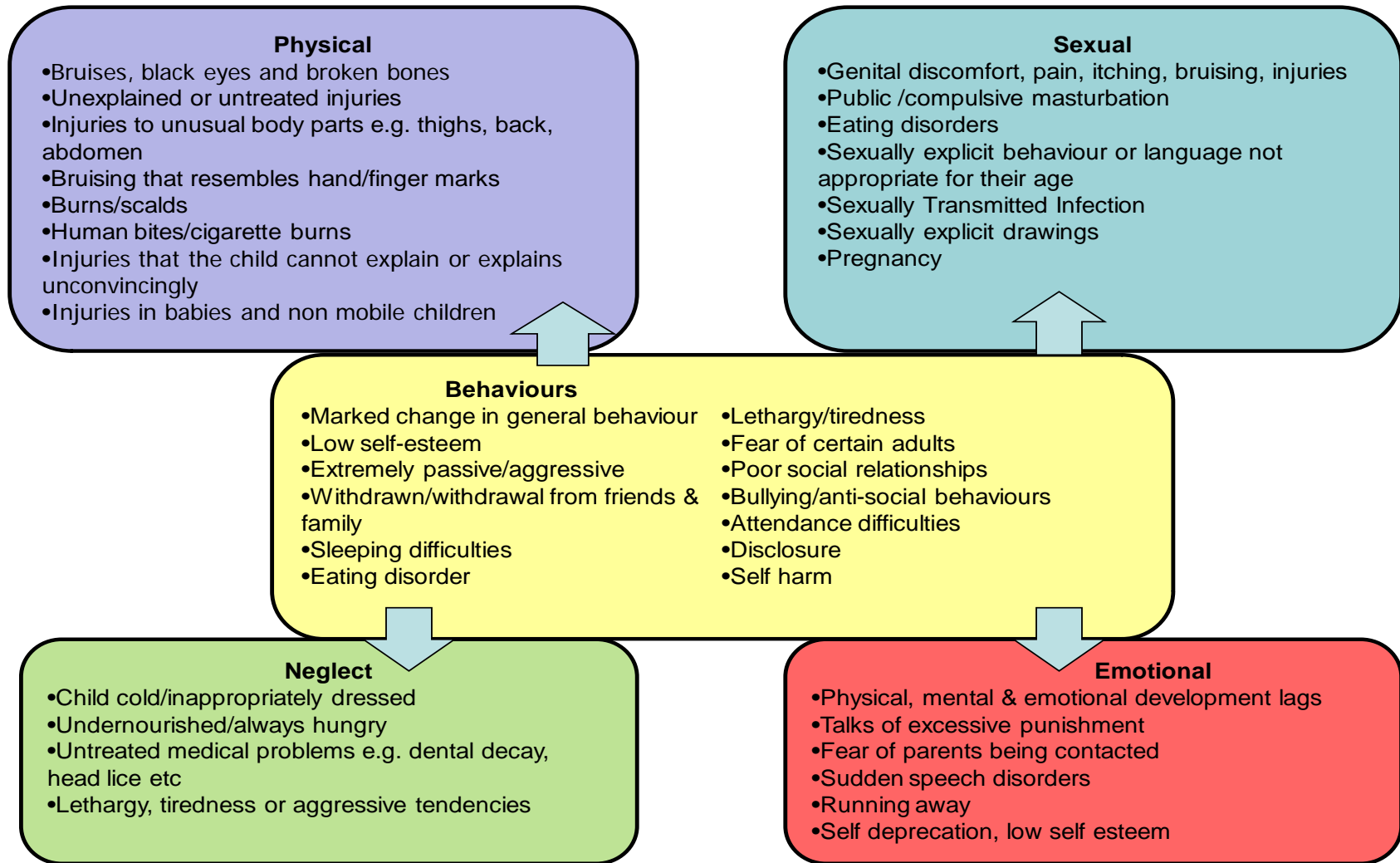
## Definitions of Abuse

### “Keeping Children Safe in Education” 2019

Appendix 3

<div style="text-align: center; border: 1px solid black; border-radius: 10px; background-color: #d9ead3; padding: 5px; width: fit-content; margin: 0 auto 20px auto;"><b>Sexual</b></div> <ul style="list-style-type: none"> <li>• <b>Involves</b> forcing or enticing a child 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.</li> <li>• <b>The activities may involve</b> physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing &amp; touching outside of clothing</li> <li>• <b>They may also include</b> non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse</li> <li>• Sexual abuse can take place online, and technology can be used to facilitate offline abuse.</li> </ul> <p>Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.</p>	<div style="text-align: center; border: 1px solid black; border-radius: 10px; background-color: #f4cccc; padding: 5px; width: fit-content; margin: 0 auto 20px auto;"><b>Emotional</b></div> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:</p> <ul style="list-style-type: none"> <li>• conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.</li> <li>• not giving them opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate.</li> <li>• developmentally inappropriate expectations being imposed; interactions that are beyond the child’s developmental capability</li> <li>• overprotection and limitation of exploration and learning</li> <li>• preventing the child participating in normal social interaction.</li> <li>• seeing / hearing the ill-treatment of another.</li> <li>• serious bullying (<b>including cyberbullying</b>) causing them frequently to feel frightened or in danger</li> <li>• exploitation or corruption of them.</li> </ul> <p>Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>
<div style="text-align: center; border: 1px solid black; border-radius: 10px; background-color: #cfe2f3; padding: 5px; width: fit-content; margin: 0 auto 20px auto;"><b>Neglect</b></div> <p>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.</p> <p>It may occur during pregnancy as a result of maternal substance abuse.</p> <p>Once a child is born, neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• provide adequate food, clothing and shelter (including exclusion from home or abandonment)</li> <li>• protect a child from physical and emotional harm or danger</li> <li>• ensure adequate supervision (including the use of inadequate care-givers)</li> <li>• ensure access to appropriate medical care or treatment.</li> </ul> <p>It may also include unresponsiveness to, or neglect of a child’s basic emotional needs.</p>	<div style="text-align: center; border: 1px solid black; border-radius: 10px; background-color: #e1bfe7; padding: 5px; width: fit-content; margin: 0 auto 20px auto;"><b>Physical</b></div> <p>A form of abuse which may involve:</p> <ul style="list-style-type: none"> <li>• Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.</li> <li>• Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.</li> <li>• Injuries in babies and non mobile children</li> </ul>

# Symptoms of Abuse



## Receiving Disclosures:



### Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that....



### Reassure

- Stay calm, tell the **child** they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### Report and Record

- Make a brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

#### Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

*Review records regularly; add any new concerns respond to these immediately.*

**DO NOT PHOTOGRAPH INJURIES OR MARKS EVEN IF REQUESTED TO DO SO**

## **Forms of Abuse**

### **Breast ironing also known as Breast Flattening**

Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the development of their breasts; the intention being to protect the child from rape, forced marriage, sexual harassment or removal from education. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

### **Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. **All** staff, but especially the Designated Safeguarding Lead (and deputies), should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Children Missing from Home or Care**

Children who run away from home or from care can provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our school are aware of the Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2017-2019.

The association of chief police officers has provided the following definitions a missing person *is*: 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed'.

Within any case of children who are missing both push and pull factors need to be considered.



**Push factors** include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

**Pull factors** include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

### **Child Sexual Exploitation (CSE)**

*Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.*

*The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.*

CSE involves exploitative situations, contexts and relationships where children receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative

relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

As staff we are aware that the indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

**Indicators a child may be at risk of CSE include:**

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other children involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a school we educate all staff in the signs and indicators of sexual exploitation. We use the Cheshire East Child Exploitation Screening form to identify pupils who are at risk and the DSL will share this information as appropriate with ChECS.

Staff have been made aware of the Pan-Cheshire CSE policy, procedures and Screening tool. [Child Exploitation](#).

All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the pan-Cheshire CSE policy and procedures and of the screening tool including where to find it, how to complete it and what happens next.

**Criminal Exploitation:**

Criminal exploitation is a geographically widespread form of harm that is a typical feature of **county lines** criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are

missing episodes, when the victim may have been trafficked for the purpose of transporting drugs; in such cases a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and children or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **Cyberbullying**

Central to our School's anti-bullying policy is the principle that '*bullying is always unacceptable*' and that '*all pupils have a right not to be bullied*'.

The school recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as "an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself."

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or we are required to do so.

### **Domestic abuse/violence**

Oracle School Congleton believes that all our pupils have the right to be safe at school and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence.

As an Operation Encompass school we are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way.

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at school and develop friendships.

To support our children we:

- Have an ethos which puts children's wellbeing at the heart of all that we do
- Create a predictable school life with set routines
- Ensure that rules and expectations are clearly stated and understood by all
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that we follow through with any consequences or sanctions
- Support children to put feelings into words. We build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately (*A child exposed to domestic abuse may have seen a lot*

*of behaviours that express strong feelings, but may not have heard words to appropriately express/ describe these feelings)*

- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents
- Create opportunities for children to feel successful. We let the child know that they matter; taking an active interest in them
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children to access support
- Provide reassurance that only people who need to know about the incident will know
- Allow the child, where necessary, to safely store work in school or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

### [Children, Young People and Domestic Abuse](#)

#### **Emotional abuse**

Staff are all aware that emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

We understand that it may involve the following:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

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

Staff are aware of Female Genital Mutilation (also known as female circumcision, cutting or Sunna) and that it is the partial or total removal of external female genitalia for non-medical reasons.

Staff are also aware that FGM

- Is child abuse; it's dangerous and it is a criminal offence. Religious, social or cultural reasons are sometimes given for FGM however there is no valid reason for it.
- Is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

### **Indications that FGM may be about to take place:**

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

### **Indications that FGM has taken place:**

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear
- Prolonged absences/ persistent unexplained absence from school/college
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers

Teachers in our school are aware of their responsibilities under section 74 of the Serious Crime Act 2015 which says that “If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police”.

Members of our school community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Safeguarding Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject.

### **Forced Marriage**

Staff are aware of Forced Marriage and that it is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

### **Indications that a Child is at risk of Forced Marriage:**

Staff are aware that they need to be aware of significant changes in the child's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem
- Self-harming, self-cutting or anorexia
- Criminal activity e.g. shoplifting or taking drugs or alcohol
- Declining performance, aspirations or motivation
- Not allowed to attend any extra-curricular or after school activities
- Girls and young women may be accompanied to and from school/college
- Attending school but absenting themselves from lessons
- Stopping attendance at school/college
- A family history of older siblings leaving education early and marrying early

### **Actions our school takes in relation to take around Honour Based violence:**

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other schools. Sometimes younger

siblings tell teachers information that has a bearing on older members of the family so it is important that we liaise with the other schools

- The head teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child is going; the purpose of the visit; the return date and whether it is estimated or fixed
- We check in with the child/children to see if they know and corroborate the purpose of the visit
- If a return date has been specified and a child has not returned to school, we would contact our Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate

### **Gaming**

Online gaming is an activity that the majority of children and many adults get involved in.

The school raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode
- Talking to parents about setting boundaries and time limits when games are played
- Highlighting relevant resources
- Making our children aware of the dangers including of online grooming and how to keep themselves safe
- Making our children aware of how to report concerns

### **Honour Based Violence**

Staff are aware of "Honour-based" Violence (HBV) which encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and staff will handle and escalate as such. Practitioners in all agencies,



and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.” *Keeping Children Safe in Education 2019*

Awareness raising has taken place around HBV and forced marriage; staff are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

As a school we would never attempt to intervene directly; where this is suspected we would not speak to the parents before sharing our concerns with ChECS.

### **Modern Day Slavery**

The Modern Slavery Act came into Force in 2015. Modern Slavery can take many forms including the trafficking of people, forced labour, servitude and slavery.

Staff are aware that:

- a person commits an offence if they knowingly hold another person in slavery or servitude or if they knowingly require another person to perform forced or compulsory labour
- it is an offence to arrange or facilitate the travel of a person with a view to them being exploited. These are serious offences carrying a penalty of up to life imprisonment
- any consent victims have given to their treatment will be irrelevant where they have been coerced, deceived or provided with payment or benefit to achieve that consent
- children (under 18 years) are considered victims of trafficking, whether or not they have been coerced, deceived or paid to secure their compliance. They need only to have been recruited, transported or harboured for the purpose of exploitation

### **Neglect**

Staff are aware that 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
- may occur during pregnancy, for example, as a result of maternal substance abuse
- once a child is born, 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

- may also include neglect of, or unresponsiveness to, a child's basic emotional needs
- may potentially be fatal
- causes great distress to children and leads to poor outcomes in the short and long-term
- has possible consequences which may include an array of health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, an increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later on in life. The degree to which children are affected during their childhood and later in adulthood depends on the type, severity and frequency of the maltreatment and on what support mechanisms and coping strategies were available to the child

We are also mindful of the effects of adolescent neglect as this is as damaging as other forms of maltreatment - increasing the risk of arrest, offending and violent crime in late adolescence, and the risk of arrest and drug use in early adulthood.

If we suspect neglect we will use the Neglect Screening Tool

[http://www.cheshireeast\(CESCP\).org.uk/docs/neglect-screening-tool.doc](http://www.cheshireeast(CESCP).org.uk/docs/neglect-screening-tool.doc)

### **Online Safety**

With the current speed of on-line change, some practitioners, parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school therefore seeks to provide information and awareness to staff, pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site
- Parents evenings / sessions

- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

## **Peer on peer abuse**

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

- Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
  - Is serious, and potentially a criminal offence
  - Could put pupils in the school at risk
  - Is violent
  - Involves pupils being forced to use drugs or alcohol
  - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

If an incident of peer on peer abuse is identified or reported the school will following the safeguarding reporting procedure:

1. **Assure the safety of both children**
2. **Report concern to the DSL**
3. **DSL will make a decision regarding the next step.**

Potential action:

1. **DSL will contact Local Safeguarding Board for advice**
2. **Police may be involved**
3. **Children's parents/carers will be informed**
4. **Other professionals such as social workers may be involved**
5. **Emergency planning meeting may be held to put action plan in place to eliminate any potential future abuse**

Support for the victim will be arranged and may involve external agency's such as NSPCC. Oracle therapy may also support the victim as appropriate.

The perpetrator will also be supported. This may include external agencies as well as the Oracle therapy team.

During PSHE lessons all pupils will be given information relating to peer on peer abuse and how to report it.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Physical abuse**

Staff are aware of the signs of potential physical abuse and that it might involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

They are also aware that physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **Prevent, Radicalisation and Extremism**

Oracle School Congleton adheres to the Prevent Duty Guidance, July 2015 (most recently updated in April 2019) and seeks to protect children against the messages of all violent extremism and to prevent them being drawn into terrorism; including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school community has been made aware of the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation.

In order to raise awareness and reduce risks we ensure that our preventative work is specifically considered, outlined and highlighted in all relevant policies and procedures, including those for the RE and PSHE curriculum, Information technology, Special Educational Needs, attendance, assemblies, the use of school premises by external agencies, behaviour and anti-bullying.

Our taught curriculum includes educating children of how people with extreme views share these with others; we are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

In our school community we are aware of these specific issues, relevant to our school's profile. Oracle School Congleton provides education for complex need pupils who are at high risk of potentially being subject to radicalisation. Direct face to face staff training and robust PHSE program allows to identify early signs of potential abuse.

All staff have received training about the Prevent Duty and tackling extremism. This training is reinforced by annual on line refresher courses.

Oracle School Congleton is clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

The **Prevent Duty** requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

In Cheshire East if we suspect a child to be suffering or likely to suffer significant harm, including being radicalised we would contact:

Cheshire East Consultation Service (ChECS): **0300 123 5012**

**and** contact Police Prevent officer **01606 362121** [prevent@cheshire.pnn.police.uk](mailto:prevent@cheshire.pnn.police.uk)

**Indicators of vulnerability include:**

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: they may be experiencing: family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a new and different group of friends/ may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy
- Unmet Aspiration: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Needs: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

**Where necessary individuals may be discussed at Channel:**

Staff are aware of Channel being a partnership approach to support individuals vulnerable to recruitment by violent extremists.

**In Cheshire East the Channel Co-ordinator is Sandra Murphy – Head of Adult Safeguarding.**

The CE Channel Panel meets monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc..

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They will contact us afterwards to give us an update.

### **Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK](#)

### **Sexting**

'Sexting' often refers to the sharing of naked or 'nude' pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two children, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the school for advice.

### **Sexual abuse**

Staff are aware of sexual abuse and that:

- It involves forcing or enticing a child 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
- It 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
- It can take place online, and technology can be used to facilitate offline abuse
- It is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

The sexual abuse of children by other children is a specific safeguarding issue in education see peer on peer abuse.

### **Trafficked Children**

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a school we are alert to the signs both for our children and for their families:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
- Has a history with missing links and unexplained moves
- Is required to earn a minimum amount of money every day
- Works in various locations
- Has limited freedom of movement
- Appears to be missing for periods



- Is known to beg for money
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
- Is one among a number of unrelated children found at one address
- Has not been registered with or attended a GP practice
- Is excessively afraid of being deported
- Looks malnourished or unkempt
- Is withdrawn, anxious and unwilling to interact
- Is under the control and influence of others
- Lives in cramped, dirty, overcrowded accommodation
- Has no access or control of their passport or identity documents
- Appears scared, avoids eye contact, and can be untrusting
- Shows signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault)
- Prevalence of a sexually transmitted infection or unwanted pregnancy
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
- Evidence of drug, alcohol or substance misuse
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for despite having not been at home
- Having keys to premises other than those known about
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
- Truancy / disengagement with education
- Entering or leaving vehicles driven by unknown adults
- Going missing and being found in areas where the child or young person has no known links and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse.

**For all Staffordshire pupils staff should follow the following Staffordshire Safeguarding procedure in addition to the guidance above**

## **Appendix 7**

### **Allegations about a Member of Staff, Governor or Volunteer**

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
  - **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  - **Spiritual Abuse**  
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Head Teacher/Principal must be informed immediately. The Head Teacher/Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher/Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Staffordshire Designated Officer (**LADO**) (**0800 1313126**). The LADO will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
  - If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.

Please see SSCB guidance:-

[Managing Allegations of Abuse against a Person who works with Children](#)

5. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

## SPOC Contacts

## Appendix 8

Prevent Leads	Contact Name	Email Address
<b>Cannock</b>	Kerry Wright	<a href="mailto:KerryWright@cannockchasedc.gov.uk">KerryWright@cannockchasedc.gov.uk</a>
	Karla Vowles	<a href="mailto:KarlaVowles@cannockchasedc.gov.uk">KarlaVowles@cannockchasedc.gov.uk</a>
<b>East Staffs</b>	Mike Hovers	<a href="mailto:Michael.hovers@eaststaffsbc.gov.uk">Michael.hovers@eaststaffsbc.gov.uk</a>
	Sal Khan	<a href="mailto:sal.khan@eaststaffsbc.gov.uk">sal.khan@eaststaffsbc.gov.uk</a>
<b>Lichfield</b>	Susan Bamford	<a href="mailto:Susan.Bamford@lichfielddc.gov.uk">Susan.Bamford@lichfielddc.gov.uk</a>
<b>Newcastle</b>	Sarah Moore	<a href="mailto:Sarah.moore@newcastle-staffs.gov.uk">Sarah.moore@newcastle-staffs.gov.uk</a>
<b>South Staffs</b>	Helen Marshall	<a href="mailto:H.Marshall@sstaffs.gov.uk">H.Marshall@sstaffs.gov.uk</a>
<b>Stafford</b>	Victoria Cooper	<a href="mailto:vcooper@staffordbc.gov.uk">vcooper@staffordbc.gov.uk</a>
<b>Staffs Moorlands</b>	David Smith	<a href="mailto:david.smith@staffsmoorlands.gov.uk">david.smith@staffsmoorlands.gov.uk</a>
<b>Tamworth</b>	Joanne Sands	<a href="mailto:joanne-sands@tamworth.gov.uk">joanne-sands@tamworth.gov.uk</a>
<b>Staffordshire County Council (Safer Communities)</b>	Becky Murphy	<a href="mailto:Becky.murphy@staffordshire.gov.uk">Becky.murphy@staffordshire.gov.uk</a>
<b>Staffordshire Police Prevent Team</b>	Sgt. Calum Forsyth	<a href="mailto:prevent@staffordshire.pnn.police.uk">prevent@staffordshire.pnn.police.uk</a>

## Appendix 9

### Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

Staffordshire LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation, and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together.

Staffordshire LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. |

The SSCB inter-agency procedures for managing [Section 4A - Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO](#) (146 KB) is based on the framework for dealing with allegations made against an adult who works with children, detailed in **Working Together 2018** and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. [Guidance for Safer Working Practice for Adults who work with Children](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

*Who to refer concerns to:*

All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

- Has or may have harmed a child
- May have committed a criminal offence related to a child and / or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

**Step 1:** If your workplace has a Designated Senior Manager who deals with allegations contact them. They must contact the First Response Team within 24 hours of any situation arising at **0800 1313 126**

If your workplace does not have a Designated Senior Manager or if the concern is in relation to them please contact the First Response Team directly within 24 hours of any situation arising at **0800 1313 126**

**Step 2:** The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

**Further advice on Safeguarding matters can also be obtained from:**

### **Local Contacts**

- Staffordshire County Council's Education Safeguarding Advice Service  
01785 895836 e-mail : [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email [eds.team.manager@staffordshire.gov.uk](mailto:eds.team.manager@staffordshire.gov.uk)
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100  
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force coordinator : Mark Hardern  
Tel: 07539 3636299 Email: [mark.hardern@staffordshire.pnn.police.uk](mailto:mark.hardern@staffordshire.pnn.police.uk)
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

### **NSPCC**

Harmful Sexual Behaviour project: **0844 892 0273**

### **Local Advice**

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email [families.first@staffordshire.gov.uk](mailto:families.first@staffordshire.gov.uk)
- Fostering Service (Staffordshire) 0800 169 2061 email [fostering&adoptionbus@staffordshire.gov.uk](mailto:fostering&adoptionbus@staffordshire.gov.uk) Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151  
[sscb.admin@staffordshire.gov.uk](mailto:sscb.admin@staffordshire.gov.uk)
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: [fostering@stoke.gov.uk](mailto:fostering@stoke.gov.uk)
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email [fish@stoke.gov.uk](mailto:fish@stoke.gov.uk)



## National Contacts

- Police (Non-emergency 101)
- CEOP ( Child Exploitation and Online Protection) <http://ceop.police.uk/>
- Professionals Online Safety Helpline – 0844 381 4772  
[www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
- Safer Internet Centre – [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- Childline – 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
- Ofsted – General enquiries : 0300 123 1231  
About Schools: 0300 123 4234

Concerns : 0300 123 4666

e-mail: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) [www.educateagainsthate.com](http://www.educateagainsthate.com)
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

## Useful websites

- Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
- Stoke-on-Trent Safeguarding Children Board <http://www.safeguardingchildren.stoke-on-trent.gov.uk>
- Child Exploitation and Online Protection Centre (CEOP) – [www.ceop.police.uk](http://www.ceop.police.uk) & [www.knowaboutcse.co.uk](http://www.knowaboutcse.co.uk)
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000  
<https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**  
[http://www.staffordshirewomensaid.org/contact\\_us/](http://www.staffordshirewomensaid.org/contact_us/)
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.  
[www.unicef.org.uk](http://www.unicef.org.uk)

## Actions where there are concerns about a child



## Appendix 11 Safeguarding Training Matrix

Training type	Who	when	Refresher
<b>Safeguarding</b>			
Introduction to Local Safeguarding procedures	All education staff	Day one of employment	When changes are implemented to local procedures or legislation changes
Keeping Children Safe in Education 2018	All Education Staff and Members of Governance Committee	Within the first week of employment	Annually or when legislation changes take place
Level 1 online training	All new education staff	Within first month of employment	No refreshers of L1 course
Level 2 internal face to face standard Oracle training package	All education staff	Within the first six months of employment	Every two years
Level 3 Local Authority face to face training	All education staff	Within first 12 months of employment	Every two years
Level 4 DSL Local Authority training	All allocated DSLs and deputy DSLs	Before starting DSL duties	Every two years
Level 5 Train the trainer	SLT and any other identified trainers	In line with the training providers requirements	Every two years
<b>FGM</b>			
On line training	All education staff	Within the first two months	Annually
<b>CSE</b>			
On line training	All education Staff	Within the first two months	Annually
<b>Prevent</b>			
Level 1 On line training	All care and education Staff	Within the first two months	Annually
<b>Safer recruitment</b>			
On line or face to face	All managers and seniors involved in shortlisting and interview process	Before involved in any recruitment process	Every three years

## **Appendix 12:**

### **Safer Recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [inappropriate conduct](#) or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

### **Governors**

All members of Governors Committee will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

The chair of the board will have their DBS check countersigned by the secretary of state.

All governors will also have the following checks:

- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

**All allegations made against Oracle Care and Education staff will be reported to LADO**

### Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted



- Temporarily redeploying the individual to another role in a different location, for example to an alternative school within Oracle care and education

### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Headteacher or chair of governance committee where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the

individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible Oracle Care and Education will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved **within 1 week**
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action **within 3 working days**

- If a disciplinary hearing is required and can be held without further investigation, we will hold this **within 15 working days**

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

#### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

#### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine

whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Maintained schools and pupil referral units insert:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Academies, including free schools, and independent schools insert:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

Non-maintained special schools insert:

- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

All schools add:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism