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Created by: Ajla Duckollari

The proprietors and staff at Oxford Online School are fully committed to their responsibility to safeguard and promote the welfare of all our students. We aim to create a caring, secure online environment in which young people feel safe, respected and valued, and in which their welfare is paramount.

We recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children. This policy applies to all teaching and non-teaching staff at Oxford Online School,including temporary staff, and volunteers. It is an expression of our commitment to safeguarding in all aspects of the life of the school, and to working together with other agencies in order to ensure that we have effective systems and procedures within the school to identify, assess and support any children who may be suffering from harm, at risk of suffering from harm, or in need of additional support.

The policy aims to raise the awareness of all teaching staff and non-teaching staff of their responsibilities in identifying and reporting possible cases of abuse or of instances where a child is thought to be at risk. It also aims to ensure that there are structured procedures within the school which are understood by all staff and which will be followed by all members of the school community in cases where abuse or the risk of harm is suspected.

The policy, including the Code of Conduct, is sent with their contracts of employment to all newly appointed staff who are asked to confirm that they have read and understood it. It is part of the Safeguarding training,which forms part of their induction. Staff receive refresher training at least every three years; and they are alerted, by email, to periodic revisions to the policy and procedures and to any updates or changes in government guidance.

The policy is reviewed and updated in the light of experience and of the latest guidance and regulations. It is posted on the school's website, and copies are available on request to parents and any one associated with the school.

It is written with regard to the following documents as per the Regulatory Framework:

'Keeping Children Safe in Education' – 'KCSIE' – (DfE, September 2024)
- · KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- · 'Working Together to Safeguard Children' (DfE, September 2023)
- · The ISI Handbook for the inspection of schools, The Regulatory Requirements, December 2024 (www.isi.net)
- · 'What to do if you're worried a child Is being abused – advice for practitioners' (March 2015)

- · WT refers to the non-statutory but important advice: Information sharing (May, 2024)
- · The Children Acts 1989 and 2004
- · The Education Act 2002
- · Prevent Duty Guidance: for England and Wales (March 2024) (Prevent).
  Prevent is supplemented by non-statutory advice and a briefing note:
  The Prevent duty: Departmental advice for schools and
  childminders (June 2015) The use of social media for on-line
  radicalisation (July 2015)
- · 'Signs, symptoms and effects of child abuse and neglect',
  NSPCC factsheet
  ([https://www.nspcc.org.uk/preventing-abuse/signs-symp](https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/)
  [toms-effects/](https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/))
- · OSCB Model of Good Multi-Agency Practice incorporating the local multi-agency
  protocol (2015)
- · Guidance material published on the website of the Oxfordshire Safeguarding
  Children Boardwww.oscb.org.uk
- · UK Council for Child Internet Safety (UKCCIS)
  [https://www.gov.uk/government/groups/uk-council-for-child-intern](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
  [et-safety-ukccis](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

2 THE RESPONSIBILITIES OF THE PROPRIETORS

The proprietors of Oxford Online School are fully aware of their responsibilities and obligations, and committed to ensuring that the school's safeguarding policies and procedures are compliant with all current legislation and guidance and that they are highly effective in creating and maintaining
throughout the Oxford Online School environment in which safeguarding, and the welfare of all students, are at the heart of the life of the school.

The Proprietors are aware of the three safeguarding partners and the local arrangements regarding safeguarding partners and the child death review partner. They recognise their duty to work together with the local authority and the chief officer of police to safeguard and promote the welfare of local children including identifying and responding to their needs.

The proprietors are also aware of their obligations to provide a co-ordinated offer of early help when additional needs of children are identified, and to contribute to inter-agency plans to provide additional support to children subject to child protection plans.

The Principal is required to liaise with the local safeguarding board and any partner agencies on issues of child protection.

The Senior Team undertakes an annual review of the school's safeguarding policies and of all procedures for dealing with any issues relating to them. This includes a review of the speed and efficiency with which such procedures may have been applied in practice.

Given the critical importance of ensuring best practice at all times when dealing with issues of child abuse, anydeficiencies or weaknesses in the school's child protection arrangements that may come to light at anypoint will be remedied without delay.

In all matters relating to child protection Oxford Online School will follow the procedures laid down by the Oxfordshire Safeguarding Children's Board (OSCB).

3   SAFEGUARDING – A DEFINITION

Safeguarding and promoting the welfare of children is defined as:

- ·   Protecting children from maltreatment;
- ·   Preventing impairment of children's mental and physical health or development;
- ·   Ensuring that children are growing up in circumstances that are consistent with the provision of safe and effective care;
- ·   Taking action to enable all children to flourish and to achieve their full potential as people and as members of the school and of the wider community.

The aim of safeguarding is to enable children to have optimum life chances and to enter adulthood successfully.

What's the difference between Safeguarding and Child Protection?

Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school should do for all children; Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Policies and procedures for Child Protection are, therefore, included in the Safeguarding policy and procedures.

Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this must be reported to children's social care immediately. Action must also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances must be addressed through inter-agency assessment using local processes.

4 STAFF WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING

4.1 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is Ajla Duckollari Avery can be contacted on a.duckollari@oxfordonlineschool.org

4.2 Other staff with designated responsibilities for safeguarding and child protection

The school is in the process of identifying other staff members who can be designated DLS. Although we do identify ourselves as an online school provider, our prime responsibility is looking after the students during the time of their studies with us online.

4.3 Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes the lead responsibility for safeguarding and child protection. With the help and support of the other staff with designated responsibility, the DSL is responsible for: raising awareness and ensuring that the school's safeguarding policies are known and used appropriately by all members of the school community; offering guidance, advice and support to other colleagues where needed; initiating no-names consultations with the Locality Senior Social Worker; ensuring that prompt contact is made, by him/her or by another of the Designated Staff, with children's social care where there are concerns that a child may be at risk or in need of help, managing links with the OSCB and any referrals that may need to be made to the children's social care and/or the LADO and, where appropriate, also to the DBS, the TRA or the police;and ensuring that all staff at the school receive the necessary Safeguarding induction and training on appointment, and that this is renewed at the required intervals.

The DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

The DSL will ensure that the school complies with the safeguarding partner arrangements, contributing to multi-agency work by working with the local authority, the clinical commissioning group and the chief officer of police.

The DSL is responsible for sharing information about students joining the school with key staff where appropriate, such as the SENCO, and for outgoing students with the new school securely to enable them to have the support in place when that child will study.

As our responsibilities under the Prevent Duty are a part of our broader Safeguarding responsibilities, theDSL is also the 'Prevent designated lead'.

In Line with KCSIE 2024, On-line Safety is a component of the DSL's responsibilities.

The role and responsibilities of the DSL and of the other members of the safeguarding team are set out in detail in their respective job descriptions and follow the guidance provided in KCSIE, September 2024 (Annex A).

The DSL is also responsible for reporting to the ST annually on all significant aspects of Safeguarding policy and procedures.

The current Designated Safeguarding Lead at Oxford Online School, is Ajla Duckollari who can operate with sufficient independence to that of the proprietors.

5   Oxford Online School POLICY ON SAFEGUARDING – PRINCIPLES

·   The central principle is that our approach must always be child-centred and that the welfare of the child is the paramount consideration. In all situations, and in particular where there may be a potential conflict of interest, the child's best interests must always be the primary aim of every action or decision.

·   All staff should be aware that safeguarding incidents can happen anywhere and at any time, and that they are required to be alert to any possible concerns. While we are an online school, teachers should be able to identify any issues that occur during online studies.

·   All staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. In such circumstances all staff have a responsibility to take appropriate action, working with other services as needed.

·   All staff have a responsibility to identify children who may benefit from 'early help'. 'Early help means providing support as soon as a problem emerges. In the first instance, staff should discuss early help requirements with the DSL who will, where appropriate, refer the issue to children's social care who, in turn, may initiate an 'early help assessment'. Staff may be required to support the OSCB and other agencies and professionals in an 'early help assessment'.

·   All students know that there are adults to whom they can turn if they are worried. These include teaching, Senior Team, school Principal and an Independent Listener.

·   If staff members have concerns about a child, they should raise these with the school's DesignatedSafeguarding Lead (DSL) without delay. Situations that involve staff should be reported directly to thePrincipal. Reporting to the

DSL also includes instances where there is a concern that a child or young person may be at risk of being radicalized or drawn into extremism. The DSL and Designated Staff will usually decide whether to make a referral to children's social care. It is important to note, however, that any member of staff can refer their concerns to children's social care and/or police directly.

· This last point is stressed in the DfE guidance. 'Keeping Children Safe in Education' makes clear that 'anybody can make a referral'.

· If a child is thought to be in immediate danger or is at risk of harm, a referral will be made immediately to children's social care or to the police. Remember that anyone can make a referral, though if the referral is not made by the Designated Safeguarding Lead (DSL), then theDSL should be informed as soon as possible that a referral has been made.

· If staff members have concerns of a safeguarding or child protection nature about another member of staff, including supply staff and volunteers, then this must be referred to the Principal without delay.

· If the Designated Staff believe that a crime may have been committed, then the matter will be reported to the police without delay.

· If the child's situation does not appear to improve, the staff member with concerns should press for reconsideration. In such instances, the DSL must be informed as soon as possible.

· Members of staff should be aware that they may be asked to support social workers to make decisions about individual children. Schools and their staff are a part of a wider safeguarding system for children, and schools should work with all other agencies involved including social care, health services and the police, to promote the welfare of children and to protect them from harm.

· Raising concerns – all staff and volunteers should feel able to raise concerns about poor or unsafe practice and about potential failures in the school's safeguarding systems or processes, and that such concerns will be taken seriously by the school's senior team. For more detail, please see section 17.16 below on Whistleblowing.

· Recording – full and clear record keeping at all stages of the child protection process is essential.

· Confidentiality – where his or her safety is at stake, confidentiality cannot and must not be promised to a child. Confidentiality is always qualified and never absolute when a child is at risk. In this context,it means 'not holding information which should be shared, and not sharing information that should not be shared'.

· Speed of response **–** issues of child protection must be dealt with very promptly: delay may be prejudicial to the child's safety.

· '<u>Do not investigate</u>!' It is not for the school to investigate a suspicion of abuse, whether it be centred on a member of the school staff or a member of the child's family. The child should not be questioned beyond establishing that there is cause to refer the case to the relevant external agency.

6   A SAFEGUARDING CONCERN vs IMMEDIATE RISK OF HARM

All staff should be clear about the distinction between a safeguarding concern and a child being in immediate danger or risk of harm. Both types of situation require prompt and clear action on the part of staff,but the nature of the response may be different.

If a child is thought to be in immediate danger or is at risk of harm, a referral will be made immediately to children's social care or to the police. Remember that anyone can make a referral, though if thereferral is not made by the Designated Safeguarding Lead (DSL), then the DSL should be informed as soon as possible that a referral has been made.

6.1 Early Help

In the context of child protection, Early Help means taking action and providing support as soon as a problem emerges.

All members of staff need to be alert to any signs of emerging problems or potential concerns; and these must be flagged to the DSL or to one of the other members of the school's Safeguarding team as soon as possible.

Any such concerns would usually be raised with children's social care by the school's Safeguarding team.This is likely to trigger an 'early help assessment', which would be undertaken by a lead professional from an agency working with children, young people and families. The lead professional's role would be to provide support to the child and the family, to act as an advocate on their behalf and to coordinate the delivery of support services.The staff member(s) who raised the initial concern may, along with the DSL, be asked to participate in such an assessment or to contribute to it in any way that could help support the child concerned.

7   STATUTORY ASSESSMENTS

Staff in schools should also be aware of the process for making referrals to children's social care and for statutory assessments (see below) that may follow a referral, along with the role they may be expected to play in such assessments.

As part of their statutory duties under the Children Act 1989, local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take.

The member(s) of staff concerned may be asked to participate in such an assessment. Staff in schools need, in particular, to be aware of two types of assessments:

· **A 'child in need assessment' (Section 17)** – A child in need is defined under section 17(10) of theChildren Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired without the provision of services; or a child who is disabled.

· **A 'child protection enquiry' (Section 47)** – If the local authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they have a duty to make enquiries under section 47 of the Children Act 1989 to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

8   SAFEGUARDING TRAINING FOR STAFF

All staff have a responsibility to protect children from abuse in all its forms, including the risk of radicalisation or being drawn into extremism, whenever they are in a position to do so. They should be familiar with the school's policy on safeguarding children and with the school's child protection procedures; and they should know how to access and implement them,independently if need be. Regular training for staff in these matters is therefore very important. Oxford Online School Policy is as follow:

· The DSL and all other Designated Staff receive appropriate child protection training which is updated every two years.

· All other staff and volunteers receive safeguarding training and this is updated at least once every three years.

In addition:

· The DSL and the other members of staff with designated responsibilities keep their knowledge and skills refreshed and updated at regular intervals, at least annually, in order to allow them to understand and keep up with any developments relevant to their role.

· The DSL ensure that other staff members are kept regularly

informed (at least annually) of updates or changes in government guidance, or in the school's policy and procedures, in matters of safeguarding and child protection. This is done in Inset days and staff meetings,via email and using the Safeguarding Notice Boards in the school staff rooms.

Induction and training for new staff

Staff inductions should cover the following policies and documents:

- · Staff will be provided with and have explained the Safeguarding Policy, including safeguarding response to children missing education; staff Code of Conduct; student Behaviour,role of the DSLincluding the identity of the DSL and DDSLs, and online safeguarding training.

- · They will be provided with and required to read the Unauthorised Absence policy and Part One and Annex A of KCSIE.

- · All members of staff in school must read, understand and be familiar with the most recent version ofPart One and Annex A of the DfE publication, 'Keeping Children Safe in Education'.

9 RECOGNISING CHILD ABUSE

What is child abuse and how may one recognise its signs?

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Child abuse may occur in the family or in an institutional or community setting by those known to them or, morerarely, by others, eg via the internet; it may be committed by a member of the school staff; or it may becommitted by other children within the school. The definitions given below should help in recognising possible abuse.

Staff should be aware that technology is a significant component in many safeguarding and wellbeing issues.Children are at risk of abuse online as well as in day-to-day life.

Staff should bear in mind that abuse, neglect and other safeguarding issues are rarely standalone events that can be covered by a single definition of label and that, in most cases, multiple issues are likely to overlap with one another.

Staff should also be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school ensures that all staff are aware of the additional

barriers that can exist when recognising abuse and neglect in this group of children. These can include:

· Being more prone to peer group isolation than other children;

· The potential for children with SEN and disabilities being disproportionately impacted by behaviors such as bullying.

· Communication barriers and difficulties in overcoming these barriers.

The school supports these additional challenges with direct training and with reference to the school's SEND policy.

TYPES OF ABUSE AND NEGLECT

9.1 Physical abuse

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning or scalding, slapping, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates, or deliberately induces, the symptoms of an illness in a child, usually as a means of attracting attention to themselves.
Children affected by this form of abuse will tend to have a greater frequency of illness normally combined with a significantly higher than average level of absence from school.

Signs that may indicate physical abuse:

· Bruises and abrasions around the face

· Damage or injury around the mouth

· Bi-lateral injuries such as two bruised eyes

· Bruising to soft areas of the face such as cheeks

· Fingertip bruising to the front or back of torso

· Bite marks

· Burns or scalds (unusual patterns and spread of injuries)

· Deep contact burns such as cigarette burns

· Injuries suggesting beatings

· Injuries to genital areas

Injuries need to be accounted for. Inadequate, inconsistent or what may seem like excessively plausible explanations, or a delay in seeking treatment, should signal concern.

9.2   Sexual abuse

'Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, notnecessarily involving a high level of violence, whether or not the child is aware of what is happening. The Activities may involve physical contact, including assault by penetration (for

example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of,sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can also take place online, and technology canbe used to facilitate abuse offline. Sexual abuse is not solely perpetrated by adult males. Women can alsocommit acts of sexual abuse, as can other children.

The key issue in assessing whether sexual abuse has occurred is exploitation. Exploitation is the balance of power between the child and the other person at the time that the sexual activity first occurred. Exploitation is considered to have occurred if the activity was unwanted when it first began and/or involved a misuse of conventional age, authority or gender differentials.

Signs that may indicate sexual abuse:

- ·   Sudden changes in behavior and school performance
- ·   Displays of affection which are sexual and age inappropriate
- ·   Self-harm, self-mutilation or attempts at suicide
- ·   Alluding to secrets which they cannot reveal
- ·   Tendency to cling or need for constant reassurance
- ·   Regression to younger behavior for example thumb sucking, playing with discarded toys, acting like a baby
- ·   Bed wetting / incontinence
- ·   Depression and withdrawal
- ·   Sexually Transmitted Disease

It is also important to note that there may be no signs.

9.3 Emotional abuse

Emotional abuse is 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving children opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another.

It may involve serious bullying (including 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, though it may occur alone. (KCSIE, September 2024)

Signs that may indicate emotional abuse:

- Over-reaction to mistakes
- Lack of self-confidence / esteem
- Sudden speech disorders
- Self-harming
- Extremes of passivity and / or aggression
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to attend online activities.
- Excessive need for approval, attention and affection

9.4 Neglect

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

substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- · provide adequate food, clothing and shelter (including exclusion from home or abandonment)

- · protect a child from physical and emotional harm or danger

- · ensure adequate supervision (including the use of inadequate care-givers)

- · ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.' (KCSIE, September2024)

Signs that may indicate neglect:

- · Excessive hunger

- · Frequent tiredness

- · Inadequate clothing

- · Frequent lateness or non-attendance

- · Untreated medical problems

- · Poor relationship with peer

- · Rocking, hair twisting and thumb sucking

- · Loss of weight or being constantly underweight (the same applies to weight gain, or being excessively overweight)

- · Low self esteem

SPECIFIC SAFEGUARDING ISSUES

9.5 Mental health

Mental health problems can in some cases be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. Such abuse can impact on behaviour, education and mental health. Staff have an awareness of mental health problems and how, in some cases, these can be an indicator of the child being at risk of harm.

Only appropriately trained professionals should attempt to make a diagnosis but if a member of staff is concerned about the mental health of a child and that it is also a safeguarding concern they should take immediate action by following the Child Protection policy and speaking to the DSL or a deputy DSL.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender,sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted that exploitation as well as being physical can be facilitated and/or takes place online.

Some of the following can be indicators of CCE:

- ·   Children who associate with other young people involved in exploitation
- ·   Children who suffer from changes in emotional well-being
- ·   Children who misuse drugs and alcohol
- ·   Children who go missing for periods of time or regularly come home late
- ·   Children who regularly miss school or do not take part in education

The above CCE indicators can also be indicators of CSE, as can:

- ·   Children who have older boyfriends or girlfriends; and
- ·   Children who suffer from sexually transmitted infections or become pregnant.

Child Criminal Exploitation (CCE) and County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity involving drug networks or gangs grooming and exploiting young people to carry drugs from urban areas to suburban/rural areas and market towns. Key to identifying potential involvement in county lines are missing episodes, where the student may have been trafficked for the

purpose of transporting drugs. In this instance referral to the National Referral Mechanism should be considered.

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

- · can affect any young person under the age of 18 irrespective of gender;

- · can affect vulnerable persons over the age of 18;

- · can still be classed as exploitation even if the activity appears consensual;

- · is often associated with violence or threats of violence, force or enticement-based compliance methods;

- · can be perpetrated by individuals, groups, males or females, and young and old adults;

- · is usually displayed by some form of power imbalance between victim and perpetrator. This can be due to gender, cognitive ability, physical strength, status, economic resource or other imbalances.

The Oxfordshire Safeguarding Children's Board offers the following information and advice:

CSE Toolkit:
https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf

Child Criminal Exploitation:
https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/

9.7 Domestic abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological,physical, sexual, financial or emotional.

'Controlling behaviour' is defined as a range of acts designed to make a person subordinate and / or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

'Coercive behaviour' is defined as an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten the victim.

All children can witness and be adversely affected by domestic abuse which can have a serious emotional and psychological impact.

9.8 Honour-based abuse including Female genital mutilation (FGM) and Forced Marriage

FGM is one manifestation of what has come to be known generically as '**so-called honour-based abuse'** ('HBA'). The term encompasses crimes which are committed ostensibly to protect or defend the honour of the family and/or the community. Forced marriage is another form of so- called HBA. All forms of so-called HBA constitute abuse, regardless of motivation.

FGM, as a cultural or religious phenomenon practised in certain communities and in certain parts of theworld, involves procedures that intentionally alter or injure the female genital organs for non-medical reasons. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is internationally recognised as a violation of the rights of girls and women. It is illegal in the UK, and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies need to be alert to the possibility of a girl being at risk of FGM, or alreadyhaving suffered FGM. There is a range of potential indicators that a child or young person may be at riskof FGM. Taken individually, these may not indicate risk; but where there are two or more indicators present,this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionalsshould note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted onthem, so great sensitivity should always be shown when approaching the subject.

If staff have a concern that a child may be at risk of FGM, action must be taken without delay. Staff must activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Circumstances that may point to FGM happening:

- ·   A child talking about getting ready for a special ceremony

- ·   A child's family taking a long trip abroad

- ·   A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, SierraLeone, Egypt, Nigeria, Eritrea as well as non-African communities including those from Yemen,Afghanistan, Kurdistan, Indonesia and Pakistan)

- ·   Knowledge that a sibling has undergone FGM

- ·   A child talking about going abroad to be 'cut' or to prepare for marriage

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Mandatory reporting duty: With effect from October 2015, Section 5B of the Female Genital MutilationAct 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers,along with social workers and healthcare professionals, to report to the police where they discover (eitherthrough disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report stand to face disciplinary sanctions. (KCSIE, September 2024,adds that 'it will be rare for teachers to see visual evidence, and they should <u>not</u> be examining pupils, but the same definition of what is meant by

"to discover that an act of FGM appears to have been carried out" is used for all professionals to whom thismandatory reporting duty applies.')

KCSIE Para 33 says:

'33. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to anyconcerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher,in the course of their work in the profession, discovers that an act of FGM appears to have been carried outon a girl under the age of 18, the teacher must report this to the police. See Annex A for further details.'

Under this duty, and with effect from October 2015, teachers **must personally report** to the police caseswhere they '<u>discover</u> that an act of FGM appears to have been carried on a girl under 18' (unless theyknow that another teacher had already reported the case to the police).

Unless the teacher has a good reason not to, they should still consider and discuss any such case witht he school's Designated Safeguarding Lead and involve children's social care as appropriate.

NB, however, that the duty does not apply in relation to 'at risk' or suspected cases (i.e. where the teacherdoes not 'discover' that an act of FGM appears to have been carried out through disclosure, or in caseswhere the woman is 18 or over. In these cases, teachers should follow the school's safeguarding procedures.

Further information on when and how to make a report can be found through the following link:
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

9.9   Peer on peer abuse

'Abuse is not just an adult phenomenon', and it is not something that is necessarily committed by an adult.Children can pose a threat, either physical or sexual, to other children; and abuse may be committed by one or more students. It is widely accepted about the gendered nature of peer on peer abuse and that girls will be the likely victims and boys perpetrators. However, all peer on peer abuse is unacceptable and will be taken seriously.

Forms of peer on peer abuse include, but are not limited to:

- ·   abuse in intimate personal relationships between peers;

- ·   bullying, including cyberbullying; sexting; gender-based violence including an online elementwhich facilitates, threatens and/or encourages physical abuse);

- ·   sexual violence such as rape, assault by penetration, sexual assault and harassment, and initiationand hazing type rituals (this may include an online element which facilitates, threatens and/orencourages sexual violence);

- ·   upskirting, taking a picture under a person's clothing without them knowing in order to cause distress or sexual gratification. Anyone of any gender can be a victim.

Messages communicated to students, implicitly and explicitly, directly and indirectly, as part of our daily school life will always make absolutely clear that peer on peer abuse, in whatever form it may take, is never acceptable in our school. We will not rationalise it away as 'just banter' or 'a normal part of growing up'. It Will always be taken seriously and dealt with promptly, firmly and fairly.

How allegations will be dealt with by the school:

· Where we have reason to suspect that a student may be suffering, or is likely to suffer, significant harm as a result of the actions of another student (or students) advice will be sought from children's social care as a matter of urgency, and a referral made as soon as possible thereafter if this is the advice received.

· Any possible abuse by one or more students against another student will be referred to children's social care, though we may start by making a no-names consultation in the first instance to help us determine the most appropriate course of action.

· All allegations and investigation notes will be kept on the school's CPOMS system.

How the school will support victims, perpetrators and any other child affected by peer on peer abuse:

· In the event of any disclosure about student abuse, all the children involved, whether alleged perpetrator or victim, must be treated as being 'at risk', and this needs to inform the school's handling of the situation.

· All staff should refer to section 15 of this document on practical guidance for staff.

Serious violence

All staff should be aware of the indicators which may signal that children are at risk from or are involved with serious violent crime. These may include:

· Increased absence from online lessons

· Change in friendship groups/relationships with older groups or individuals;

· Signs of self-harm or unexplained injuries and changes in wellbeing;

· Significant changes in performance;

Children being exploited and groomed for county lines criminal activity are at risk of violence and threats of violence.

The following Home Office Advice is available for staff:

· Preventing youth violence and gang involvement

· Criminal exploitation of children and vulnerable adults: county lines

· Gangs and youth violence: for schools and colleges.

9.10 Bullying, including cyberbullying

It is important to recognise that, in all types of abuse, it is not always an adult abusing a young person.The abuser may be a young person, and bullying is a good example of this.

Bullying may be defined as repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. It may be deliberate harassment or an aggressive act of omission which causes physical or psychological hurt. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may tease physically or morally in order to frighten into action or inaction.

Bullying can include:

- Physical: pushing, hitting, kicking, pinching, etc

- Verbal: name-calling, spreading rumours, constant teasing and sarcasm

- Emotional: tormenting, ridiculing, humiliating, ignoring

- Racial: taunts, graffiti and gestures

- Religious / cultural

- Sexual, sexist or homophobic: unwanted physical contact or abusive comments

- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

The school's Anti-bullying policy sets out the detail of the policy and procedures that are in place in order to prevent bullying and to deal with it if and when it occurs within the school.

NB Please note that the procedures set out below for dealing with allegations of abuse, in particular withregard to the instruction not to investigate, do not apply in instances of alleged bullying that are notdeemed to constitute child abuse. In such cases, the procedures set out in the school's Anti-bullying policy should be followed.

When does bullying become a child protection issue?

Under the Children Act 1989 a bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer,
significant harm'. Where this is the case, then as a school we have a duty to report the concern to the local authority children's social care.

Signs that may indicate bullying:

- · Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful,emotionally up and down, reluctance to attend school.

- · A marked drop off in academic performance.

- · Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol

9.11 Sexting

Sexting is the exchange of self-generated sexually explicit images through mobile picture messages or webcams over the internet. Young people may also refer to it as 'cybersex' or 'sending a nudie, picture or selfie'.

Sexting has become common practice among children and young people who are inclined to see it as a normal part of teenage behaviour. However, it is important to understand that:

Sexting is illegal: by sending an explicit image, a young person is producing and distributing child abuse images, and therefore risks being prosecuted, even if the picture is taken and shared with their permission.

Sexting leaves children potentially very vulnerable: the sender has no control over the images.They may be stored or shared online with any number of others. They can be deleted on social media orthey may last only a few seconds on apps like Snapchat, but images can still be saved and copied by others; and they may be found at any point in the future. They leave children potentially vulnerable tothings like severe embarrassment, blackmail, bullying, and unwanted attention from sexual predators.And all this can lead to emotional distress, self-harm or even suicide.

Oxford Online School is committed to providing a safe place for students to go to school. All reported instances of sexting will be investigated fully and dealt with in line with guidance from the UK Council forInternet Safety advice (UKCCIS)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

9.12 Sexual violence/sexual harassment

Sexual violence or harassment can occur between two students of either sex. It can also occur through a group of children sexually assaulting or harassing a single student or group of students.

Sexual violence includes:

· rape;

· assault by penetration;

· sexual assault – intentionally touching another person in a way that is sexual.

Sexual harassment is defined as 'unwanted contact of a sexual nature' that can occur online or offline.Sexual harassment is likely to:

· violate a student's dignity, and/or

· make a student feel intimidated, degraded or humiliated, and/or

· create a hostile, offensive or sexualised environment.

UPSKIRTING – this typically involves taking a picture under a person's clothing without their knowledge with the intention of:

· viewing their genitals or buttocks in order to gain sexual gratification;

· causing humiliation, distress or alarm.

Upskirting is a criminal offence. Anyone of any gender can be a victim.

Harmful sexual behaviours are abusive and violent sexual behaviours that are developmentally inappropriate may cause developmental damage. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years'difference in age or if one of the children is pre-pubescent and the other is not.

Oxford Online School is fully away of its duty to safeguard and promote students' welfare in relation to sexual harassment and abuse.
Within the school programmes we will tackle issues such as:

· healthy and respectful relationships;

· what respectful behaviour looks like;

· gender roles, stereotyping, equality;

· body confidence and self-esteem;

· that sexual violence and harassment is always wrong;

· addressing cultures of sexual harassment.

The reporting/investigating of any incidents should be done according to the information found in the practical guidance for staff in section 15.

9.13 Preventing radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on schools, in the exercise of their functions, to have due regard to the need to prevent students in their care from being drawn into extremism and terrorism ('the Prevent duty').

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is 'the vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs.' The Definition also includes 'calls for the death of members of our armed forces in
this country and overseas'.

Terrorism is an action that endangers or causes serious violence to a person/people, property or electronic systems.

The rejection of all forms of intolerance and extremism is wholly in keeping with our school ethos and approach, of which one of the central tenets, as expressed in our Curriculum Policy, is 'to promote a broad,tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, and other online activities run by Oxford Online School.

Our Curriculum Policy goes on to say that 'the active promotion of the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs, has long been deeply embedded in our school's ethos and in our day-to-day practice, both in and out of the classroom'.

In line with Government guidance, we see the Prevent Duty as being an integral part of our duty of care and of our Safeguarding responsibilities towards our students. Just as we need to be vigilant about signs of possible physical, emotional, sexual and other types of abuse or neglect, so we need to be alert to signs of any of our students being at risk of being radicalised or drawn into extremism.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people from being radicalised. Any such concerns must, therefore, be reported without delay to the DSL or of one of the other staff with designated responsibility for child protection at Oxford Online School. They will then seek advice from the relevant body, which may be the MASH or the Oxfordshire Prevent Co-ordinator, in order to

form a view on whether the issue needs to be reported to the local Channel team. If, after such consultation,it is decided that a report needs to be made, then the DSL will do so forthwith.

Keeping children safe from risks of terrorist exploitation via social media is also an integral part of our efforts to safeguard children from other forms of online abuse and is therefore addressed in our school e-Safety policy.

We consider, given our school ethos and the values espoused by the great majority of our students and their families, that the risk of any of our students being drawn into radicalisation and extremism is comparatively low. That said, we want to avoid any risk of complacency in assuming that it cannot ever happen here. We will therefore remain vigilant and pro-active through:

- Continuing to foster and promote our school ethos, which has always been predicated on tolerance, open-mindedness and mutual respect, and infusing these values in all aspects of our school life;

- Assessing the risk of any of our students being radicalised or drawn into extremism and taking early action, eg, by reporting the issue to the MASH and to the local Channel team, where we feel that a child may be at risk;

- Protecting our students from being drawn into extremism by having robust safeguarding policies and procedures that explicitly address these issues;

- Keeping abreast of policies, procedures and guidance issued by the OSCB and working in partnership with the ST the local Channel team and other agencies as appropriate to fulfil our Prevent responsibilities;

- Taking steps to ensure that our staff have the necessary training, knowledge and confidence to identify children who may be at risk of being drawn into extremism and to challenge extremist ideas if and when they should arise in school;

- Making sure that the teaching and presentation of political ideas in any aspect of school life is always balanced and fair-minded;

- Taking care to ensure that external speakers who are invited to speak to our student suitably vetted and supervised to ensure they do not use these opportunities to promote or advocate extremist views or to speak in support of terrorist organisations or activity;

Doing all we can to ensure that our students are safe from terrorist and extremist material online while using our online platforms.

Some possible indicators of vulnerability to radicalisation:

· family tensions

· a sense of isolation

· experience of racism or discrimination

· feelings of failure and inadequacy or of being an outsider in society or friendship groups, etc.

Signs that a young person may be being drawn to extremism or radicalisation

There is no single way of identifying an individual who is likely to be susceptible to an extremist or terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Young people at risk of radicalisation may display different signs or seek to hide their views. Staff need to use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

It is nevertheless helpful to bear in mind that those in the process of being radicalised may show some or all of the following signs. They may:

· become involved with a new group of friends;

· search for answers to questions about identity, faith and belonging;

· possess extremist literature or advocate violent actions;

· change their behaviour and language;

· seek to recruit others to an extremist ideology.

As ever, it is important to bear in mind that there may be other reasons for some of the behaviors listed above, such as alcohol or drug abuse, family breakdown, domestic abuse, bullying, etc. It is important, therefore, to be cautious in assessing these factors in order to avoid inappropriately labelling or stigmatized individuals because they may possess a particular characteristic or fit a particular profile.

Government guidance on the Prevent Duty expressly says that even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. It Also makes clear that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern.

If a student is concerned to be at risk of radicalisation

If a member of staff should have reason to think that a student may be at risk of radicalisation, s/he must report their concerns without delay to the DSL or to one of the other designated staff.

The DSL will consult with the local Prevent team and follow their advice on how to proceed. This may result in a referral to the local Channel programme.

Channel

Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn to terrorism. It provides a mechanism for schools to make referrals if they are concerned about an individual being vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Further information and guidance

The government's 'Educate against Hate' website is a good source of information and guidance for staff and parents. (http://educateagainsthate.com/governors/).

9.14   Other specific safeguarding issues include:

·   Misuse of drugs and/ or alcohol

·   Mental health

·   Child with family members in prison

·   Drug/alcohol abusing parents

·   Fabricated or induced illness

·   Teenage relationship abuse

·   Faith abuse

·   Hate

·   Gangs and youth violence

·   Gender-based violence / violence against women and girls (VAWG)

·   Forced marriage (illegal in the UK, and a form of so-called 'honour-based violence' along withFGM)

·   Child prostitution

·   Trafficking

·   Homelessness

·   Young Carers

10   ONLINE SAFETY

The use of technology has become a significant component of many of the safeguarding issues listed above.Child sexual exploitation, radicalisation and sexual predation: technology often provides the platform that facilitates this harm. The school endeavours to educate the whole student body in their use of technology and established mechanisms to identify, intervene and escalate where appropriate. As summarised by KCSIE 2024, the breadth of issues classified within online safety is considerable, but can be categorised in three areas of risk:

- ·   CONTENT: being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racist or radical and extreme views;

- ·   CONTACT: being subjected to harmful online interaction with other users: for example, commercial advertising as well as adults posting as children and young adults; and

- ·   CONDUCT: personal online behaviour that increases the likelihood of, or causes, harm: for example, making, sending and receiving explicit images, or online bullying.

The school has detailed advice and guidance contained within its e-Safety Policy .

The DfE guidance, Teaching Online Safety in Schools outlines how schools can ensure their pupils understand how to stay safe and behave online.

EDUCATION AT HOME – specific advice is available from the government website to support staff to ensure this is done safely

11   PROMOTING AWARENESS OF SAFEGUARDING ISSUES AMONG STUDENTS

The curriculum at Oxford Online School is designed to foster the spiritual, moral, social and cultural(SMSC) development of all our students. Teaching staff and staff with pastoral responsibilities play a key role in helping to ensure that students relate well to one another, that they feel safe and comfortable .

All staff at Oxford Online School are expected to lead by example and to play a full part in the collective effort to promote an awareness, which is appropriate to their age, among all students of issues relating to health,safety and well-being. Staff also have a responsibility to maintain a spirit of tolerance, mutual support and open communication within the school community and to ensure that bullying is kept at bay and that the school's anti-bullying policy is applied.

We expect the development of SMSC to be integral to the taught curriculum in most subjects. Personal Development lessons, including covering relevant issues through Relationships Education and SexEducation, compulsory from September 2020,

assemblies, contributions from invited outside speakers and daily time in Form Groups provide specific and regular opportunities for discussion of moral and social issues and on what may constitute appropriate / inappropriate behaviour. The teaching of e-safety, with the aim of helping students to develop an awareness of the risks involved in the on-line environment and of how to use it safely, is an important part of our ICT curriculum.

All bullying, including cyber-bullying, is taken very seriously and we aim always to deal with any instances that may arise pro-actively, sensitively and promptly – and in a way that is designed to raise awareness and to help with the personal development not only of those directly concerned but also their peers and the broader student community.

12   ACTION TO BE TAKEN IF A STUDENT IS MISSING FROM SCHOOL

An unexplained absence from a student is always cause for concern, and a child going missing from school may be an indicator or abuse or neglect. The school's normal procedures for dealing with unauthorised absence (as set out in our 'Policy on unauthorised student absence') will be put into effect in order to make contact with the student and/or his or her parents or guardians, to ensure that the student is safe and that we know where s/he is and the reason for the absence.

As directed by Keeping Children Safe in Education 2024, the school will hold two emergency contacts for each student on roll.

If we are still unable to locate a student who is absent without a known explanation, or if we start to see, in the case of a particular student, a pattern of unexplained absences developing over time to an extent that raises concern, then the matter will be discussed with Senior Locality Social Worker to seek advice on the most appropriate course of action. Continuous unexplained absence, or a pattern of frequent unexplained absenteeism could potentially be indicators of possible safeguarding concerns such as child sexualexploitation, travelling to conflict zones, and forced marriage.

In keeping with the obligations of all schools under KCSIE, September 2024 (in the section entitled 'FurtherInformation on a Child Missing from Education'), we will inform the People Tracking Officer at OxfordshireCounty Council of any student who is going to be deleted from our school Admissions Register where s/he:

- ·   has ceased to attend online lessons.

- ·   has been certified by a relevant medical practitioner as unlikely to be in a fit state of health to attend online school;

- ·   is in custody for a period of more than four months due to a final court order and we as a school do not reasonably believe s/he will be returning or

- ·   has been permanently excluded.

We appreciate that KCSIE has introduced this obligation on all schools so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

The notification will be made as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

We will also inform the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

13   PROCEDURES FOR DEALING WITH DISCLOSURES OR ALLEGATIONS OF ABUSE

An allegation of abuse may be made against a member of staff, a volunteer, a student, parent or other person connected to the school. If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention, it is his/her duty to listen to the student, to provide reassurance and to record the student's statements - but not to probe or put words into the student's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a student, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. Noinappropriate guarantees of confidentiality should be given: the student should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the DSL or one of the otherDesignated Staff immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay.

The DSL will refer to all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering or is likely to suffer significant harm to the MASH (Multi-Agency Safeguarding Hub) as soon as possible, and in any case within 24 hours.

Where the allegation is **against a member of staff or volunteer at the school or any other person in a position of trust**, it must be **reported to the Principal**, not to the DSL. Any allegations of abuse against a member of staff or a volunteer will be dealt with according to the statutory guidance set out in Part 4 of 'Keeping Children Safe in Education' (September 2024). The Principal will report the matter to the LADO(Local Authority Designated Officer) as soon as possible, and in any case within 24 hours. Further details of the school's policy on dealing with allegations against staff and volunteers are given in section 18 of this policy.

Concerns relating to child sexual exploitation or about child radicalisation will be referred to the relevant bodies following the guidance issued by the OSCB.

In certain situations, the DSL or another member of the designated team may, in the first instance, contact the Locality Senior Social Worker for a consultation in which the name of the child is not given. The advice received will determine the action to be taken next.

Where the allegation is **against the DSL,** the member of staff should immediately **inform the Principal**.

LADO should be contacted directly.

In all cases, the member of staff receiving the disclosure / allegation may choose to contact the MASH directly.Keeping Children Safe in Education makes clear that 'anybody can make a referral'. Contact details for theMASH, including an out of hours emergency contact number, are given in section 21 of this policy.

Borderline cases will be discussed with the LADO and, following discussion, the LADO will judge whether or not an allegation or concern meets the relevant threshold with the information available at that time. Should the information change then further consultation may take place. The LADO and Principal will decide what further steps should be taken. This will involve informing parents and could include reporting the matter to the police.

Where it is believed a crime may have been committed, the matter will be reported to the police.

14.1   Taking the child's wishes into account

Where there is a safeguarding concern, the child's wishes and feelings will be taken into account as far as possible when determining what action to take and what services to provide.

14.2   Safeguarding and children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children withSEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

15   PRACTICAL GUIDANCE FOR STAFF

15.1   Dealing with disclosure

What to do if someone tells you that they or another child is being abused:

- **Always listen straight away** to someone who wants to tell you about incidents or suspicions of abuse. Do so as neutrally as you possibly can, without displaying shock or disbelief.

- **Write brief notes** of what they are telling you, if possible while they are speaking. Always keep your original notes, however rough. It's what you wrote at the time that may be

important later. If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.

Record the date, time, place and any noticeable non-verbal behaviour. Wherever possible, record the actual words used by the child. Record statements and observable things rather than your interpretations or assumptions.

- **Never make a promise that you will keep what is said confidential or secret**. If you are told about abuse, you have a responsibility to report it so that action can be taken. However, do your best to reassure the child that the information will be shared only with those who need to know.

- **Do not ask leading questions** that might give your own ideas of what might have happened (of the type "Did s/he do x to you?"). Just ask open questions eg, "what do you want to tell me?" Or "is there anything else you want to say?"

Do not criticise the alleged perpetrator. Do not ask the student to repeat his or her account for another member of staff

- **Explain what you have to do next** and who you have to talk to.

- Immediately tell one of the designated members unless they are themselves accused or suspected of abusing. Don't tell other adults or young people what you have been told.

- **Discuss** with the designated member(s) of staff whether any steps need to be taken to protect the person who told you about the abuse.

- **If the allegation is against a designated member of staff** please see Section 18 below for details of the procedure to follow in the case of an allegation against a designated member of staff.

- · **Never attempt to carry out an investigation** of suspected or alleged abuse by interviewing people etc. This should be left to children's social care and police staff who are trained to do this.
- · **Try to get some support yourself**. The Designated Staff should be a good source of such support.

Finally…

Never think abuse is impossible in your group, or that an accusation against someone you know well and trust is bound to be wrong.

15.2   A few things one could say to a child who decides to confide in a member of staff:

- · 'What you are saying to me is important and I will treat it as such.'
- · 'I'm glad you were able to tell me / someone.'
- · 'I will help you as best I can.'
- · 'This is so important I need to talk to someone about it.'

15.3   Recording

Make any records at the time – while listening if possible – otherwise as soon as possible afterwards.Remember always to keep your original notes, however rough they may be.

Ensure your record is clear and legible and as full as possible; record: date, time, place, what was seen or heard, what action was taken and by whom. Also note the emotional state the child was in.

Records should be stored securely and confidentially.

15.4   To report or not to report

It can be very difficult to know when to report / refer and when not to, especially with what may appear tobe minor issues – for fear that one may be acting too soon, on a hunch that may prove groundless, forgetting a colleague or a member of the student's family 'into trouble'.

However, even minor concerns may have an unexpected significance when taken in the context of further information and circumstances of which others may be aware. It is, therefore, important to discuss even vague concerns with the DSL or with one of

the other designated members of staff for guidance and advice on whether a referral needs to be made. That said, it
is important to note also that any staff member can refer their concerns to children's social care directly.Anybody can make a referral.

The consequences of not reporting your suspicion if a child has been abused could be far more serious than making a report that proves to be unfounded.

15.5   Information sharing and data protection

Whilst the Data Protection Act 1998 places duties on schools and their staff to process personal information fairly and lawfully, it is NOT a barrier to sharing information where failure to do so would result in a child being placed at risk of harm.
Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.

In other words, where the welfare and safety of one or more children are concerned, the need to share information with the relevant agencies trumps data protection.

15.6   Informing parents

Maintaining open and honest communication with parents is a key tenet at Oxford Online School. We believe that, as a general principle, parents should be informed about any concerns regarding their children. However, it is important to stress that concerns of a child protection nature must in the first instance be referred to the DSL, or to one of the other senior staff designated. Where it has been judged that a referral to Social Care needs to be made by the Designated Safeguarding Lead or by one of the other senior staff at Oxford Online School with designated responsibility for child protection, we will aim to share our intention to refer with the student's parents or guardians – unless it is deemed that to do so would put the child at greater risk of harm or impede a criminal investigation.

Whether it is appropriate to inform parents in advance and, if so, how, when and by whom this information is best communicated will normally be discussed with Social Care staff and a course of action determined in conjunction with him/her.

15.7   Reporting to the police

Where the DSL believes that a crime may have been committed, s/he will report the matter to the police without delay. It will also be referred to the NSPCC.

16   STAFF RECRUITMENT

16.1   Safer recruitment practices

Our procedures for the selection and recruitment of all staff and volunteers follow the Government's recommendations for the safer recruitment of staff who work with children and young people.They comply with the principles and practices set out in 'Keeping Children Safe in Education' (September2024) and with the Independent School Standards regulations (2019).

Members of the teaching and non-teaching staff at Oxford Online School including part-time staff and temporary staff are subject to the necessary statutory pre-appointment checks before starting work. Volunteers, any agency or third-party staff whom we may use from time to time are also subject to the relevant statutory checks.

The school will also seek to obtain confirmation that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our students here Oxford Online School

Fuller details of our procedures for ensuring compliance with current regulations and guidance on staff recruitment are set out in the school's Safer Recruitment Policy.

16.2   DBS and other checks on current staff

Current guidance states that 'if a school or college has concerns about an existing staff member's suitability to work with children, the school or college should carry out all relevant
checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity into work that is regulated activity, the relevant checks for the regulated activity must be carried out'. (KCSIE, September 2024)

17   STAFF BEHAVIOUR AND CODE OF CONDUCT

Teachers and other members of staff in any school need to take care to ensure that their behaviour does not inadvertently lay them open to allegations of abuse.
The nature of the interactions between staff and students is central to the ethos at Oxford Online School. At the heart of this ethos lie trust, mutual respect and an emphasis on being true to oneself and on encouraging open and honest communication. We want this to be a school community that values and promotes individuality, enthusiasm and personal commitment, and flexibility. We want to get to know our students and to work with them as individuals,each with her or his own personality, talents, interests, needs and aspirations. Our code of conduct for staff is designed to accommodate

and promote this ethos while ensuring that our working practices are thoughtful and well-considered and that they are designed with the safety and protection of staff and students in mind.

17.1   Making a professional judgement

It is important to stress that this guidance cannot provide a complete checklist of what is or is not appropriate behaviour for staff in all circumstances. There may be occasions and circumstances in which staff members may have to make decisions or take action in the best interests of a child or young person which could contravene the guidance given in this Code, or where no guidance exists.

In such circumstances, judgements and actions taken should always be recorded and shared with a senior member of staff as soon as possible after the event.

At all times, members of staff are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. They should always consider whether theiractions are warranted, proportionate and safe, and whether they are applied equitably.

17.2   Propriety and behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that members of staff at Oxford Online School will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

Staff should be aware that safe practice also involves using judgement and integrity about behaviours in contexts other than the workplace.

There may be times, for example, when an adult's behaviour or actions in their personal life may come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in the workplace or to indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

17.3   Position of trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education are in positions of trust in relation to the young people in their care.

It is an offence under section 16 of the Sexual Offences Act, 2003, for a person in a position of trust, such as a teacher, to engage in a sexual relationship with a young person under the age of 18 even if, in the case of those over the 16, the relationship is consensual. Oxford Online School policy goes beyond this instating that members of staff must not under any circumstances engage in a relationship with any student at Oxford Online School , regardless of whether or not they are under the age of 18. Failure to adhere to this policy would result in the school's disciplinary procedures being invoked.

Staff must take all reasonable steps to ensure that their actions and behaviour do not place them or students at risk of harm or of allegations of harm to a student. Interactions and

communications between staff and students at Oxford Online School should remain professional in nature at all times.

17.4   Communication with students

Communications with students must always be professional in nature and in motivation. Staff should not write personal messages to students in any medium – including text messages, emails, messages left on social networking websites, etc. They should not accept students as friends on social media. Staff should also not communicate with students using text messages, or give their personal mobile phone numbers or personal email addresses to students, unless there is a demonstrably valid professional reason for doing so.

Communication with students should not be from a personal phone or email address: if a member of staff needs to contact a student by telephone or email, s/he should do so using Oxford Online School Email system.

17.5   One-to-one situations

Members of staff at Oxford Online School are likely to find themselves in one-to-one situations with a student from time to time. As an online provider, one-to-one meetings between students and theirSupervisors are a key feature of our pastoral and mentoring approach. In addition, teaching staff at Oxford Online School will often take the time to give extra support to a student who needs it; there are some instances where a subject may need to be taught in one-to-one online lessons

We all have a responsibility to ensure that our behaviour is totally beyond reproach, and that it is not likely to inadvertently lay us open to allegations of an online abuse. It is good practice when a one to one lesson occurs. The teacher should record the lessons and advise the student of the same.

Pre-arranged meetings with students are not permitted unless approval has been obtained from their parent and the DSL or other senior colleague with delegated authority.

17.6   Physical contact with students

As Oxford Online School will be an online provider only, any physical contact with the students will not be possible. Teachers should adhere to paragraph 17.5.

17.7   Physical restraint

Oxford Online School is not able to Physical restrain any of the students due to the nature of the business. However, we do relay onto parents to ensure that children are safe while studying from home online. In the event where a child may be in danger, the school will contact the parents immediately and will ensure that class is dismissed to protect other children who are present at the time of the online class taking place.

17.8   Confidentiality

Staff members should never give absolute guarantees of confidentiality to students or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Staff may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information. These details must be kept confidential at all times and shared only when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass a child or young person concerned. It should never be shared casually in conversation or passed to any person other than on a strictly need-to-know basis.

There may be circumstances in which a member of staff may be expected to share information about a child, for example if abuse is suspected. In such cases, staff have a duty to pass such information on without delay, but only to those with designated responsibilities for child protection.

If a member of staff is in any doubt about whether to share information or keep it confidential s/he should seek guidance from a senior member of staff or from one of the colleagues with designated responsibility for safeguarding and child protection.

17.09   Actively promoting fundamental British values

In common with all schools, we are required to 'actively promote the fundamental British values of democracy, the rule of law, individual liberty and respect and tolerance for others, including
those with different faiths and beliefs'. We also need to be able to demonstrate that we do this.

These values are entirely in keeping with the ethos at Oxford Online School and should therefore be inherent in everything that we do. Nevertheless, it is important always to bear these in mind and to ensure that they infuse every aspect of our school life, in the classroom, in extra- curricular activities, etc.

17.10   The Prevent Duty

The Counter-terrorism and Security Act 2015 places a duty on schools to take active steps to prevent theirstudents from being radicalised or drawn into extremism and terrorism. In line with government guidance, we consider our responsibilities under The Prevent Duty to be part of our broader responsibilities to safeguard and promote the welfare of our students. To this end, a concern that a student is at risk of being radicalised or drawn into extremism should be treated in exactly the same way as a concern relating to physical, emotional, sexual or any other sort of abuse. Such concerns must be communicated at a very early stage to the DSL or any of the other staff with designated responsibility for child protection.
We also have a duty to ensure that any speakers we invite to speak to our students are suitably vetted in advance,and supervised while they are speaking or otherwise interacting with students, to ensure that such talks can never present an opportunity for extremist or partisan views to be promoted in our school.

17.11   A non-partisan approach to political, ethical and religious issues

A healthy understanding of the world around us is an important part of the educational experience that we want to provide for our students. In doing so, the emphasis should always be on open-mindedness, tolerance and critical evaluation – encouraging students to appreciate that, where moral,ethical, religious or political questions are

concerned, there is always likely to be a multiplicity of viewpoints, and stressing the need to respect the views of others.

When such issues arise, in subject teaching or in the context of co-curricular or extra-curricularactivities (such as Debating Club) staff must always ensure that they offer a balanced presentation of opposing views which precludes the promotion of partisan (ie, one-sided) opinions or dogma.

ISI guidance also stipulates that 'pupils should not be actively encouraged by teachers or others to support particular political viewpoints'.

17.12   Whistleblowing

Safeguarding in a school is everyone's responsibility. All staff and volunteers should feel able to contribute to, and help improve, the school's safeguarding and child protection arrangements and policy.

By the same token, all staff and volunteers should also feel able to raise concerns about what

they may consider to be inadequate or unsafe practice or about potential failures in the school's safeguarding policy and practice. Such concerns should be addressed directly to the DSL or to

one of the other members of the Safeguarding team. They will always be taken seriously and given careful consideration by the senior leadership team.

If a member of staff has concerns about the behaviour or another member of staff towards a student, he/she should report these concerns at once to the Principal.

To report such a concern, a member of staff may, in the first instance, go and talk to the Principal to make a verbal report. In such instances, the Principal will ask the member of staff concerned to make a written note of their concerns and submit them to him/her immediately after the meeting. If the initial report is made in writing via email for the Principal will ask to see the member of staff as soon as practically possible after receipt of the report to hear the concerns in more detail.

It cannot be overemphasised that such concerns must be reported at once. And no-one who reports a genuine concern in good faith needs to fear retribution. A member of staff or a student reporting a child protection issue, allegation or concern will suffer no adverse consequences, regardless of the status of the person against whom the allegation was made and of whether the allegation or concern prove founded over time, provided the report was made in good faith.

As a further safeguard, and to ensure that no serious concerns ever slip the net, staff should be aware of theNSPCC whistleblowing helpline (tel: 0800 028 0285, from 8 am to 8 pm Monday to Friday, or email:help@nspcc.org.uk). This is available for staff in

schools who, for whatever reason, do not feel able to raise concerns regarding any child protection failures internally.

18   ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

18.1   Dealing with an allegation of abuse against a member of staff

This section sets out the school's policy in any case in which it is alleged that a member of staff has:

- ·   behaved in a way that has harmed a child, or that may have harmed a child;

- ·   possibly committed a criminal offence against or related to a child;

- ·   behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children;

- ·   behaved or may have behaved in a way that indicates they may not be suitable to work with children.

KCSIE (September 2024) gives detailed guidance on how schools should deal with allegations of abuse by teachers and other staff. We would, of course, be guided by this if and when such a situation arose.The following is a summary of the salient points.

An allegation of abuse made against a member of staff will always be treated with the greatest care. Our Response has to be considered and sensitive to all parties. It must aim for a quick resolution to the benefit of all concerned, avoiding all unnecessary delays. It must also aim to strike a balance between the need to protect children from abuse on the one hand, and the need to protect staff from false or unfounded accusations on the other.

An allegation may be received in one of various ways: it may be a direct complaint made by a student or parent to another member of staff or directly to a relevant external agency; it may come from another party that may have been told about or witnessed abuse; or it may come as an anonymous referral.

If a member of staff is informed about a possible allegation, s/he should **immediately report the matter to the Principal**, who will discuss it with the LADO (Local Authority Designated Officer) as soon as possible and, in any case, within 24 hours of receiving the allegation.

If the allegation is against the Principal, then it must be reported to the LADO. The LADO for Oxfordshire is Jo Lloyd. The LADO and Assistant LADO'S can be contacted via lado.safeguardingchildren@oxfordshire.gov.uk or call 01865 810603. Out of office hours, call the Emergency DutyTeam on 0800 833408.

Each situation will be assessed on its own merit and with due regard to the welfare of the child in question while at the same time supporting the person who is the subject of the allegation.

Under no circumstances should the school's senior management, or indeed any member of staff at the school, conduct their own investigation without prior consultation with the LADO or, in more serious cases, the police, so as not to jeopardise statutory investigations.

The timescale required to deal with a particular issue will depend on the nature, seriousness and complexity of the allegation. However, in all cases, the aim will be to try to resolve the issue as quickly as possible while, of course, ensuring a fair and thorough investigation.

All allegations will be investigated as a priority and without delay. If, after initial consideration and discussion with the LADO, it is concluded that the allegation does not involve a possible criminal offence,it will be for the school to deal with it. This will be done quickly and with due regard to the school's disciplinary procedures. We will aim to follow the recommendations relating to timescales given in Part Four of 'Keeping Children Safe in Education (September 2024)*,* which are as follows. 'For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.'

Where further investigation is required, the nature, content and context of the allegation will be discussed with the LADO and a course of action agreed with him/her, including how an investigation should be carried out and by whom, whether the police should be informed, and what should be said to the individual concerned and the parents of the child / children involved.

Where the allegation concerns a member of staff, a volunteer or another student, the subject of the allegation would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. A member of staff will normally be appointed to keep the person informed of the likely course of action and the progress of the case.

18.3   Suspension

The possible risk of harm to the child needs to be effectively evaluated and managed, both in respect of the child involved in the allegations and of any other children who may be directly or indirectly involved. In Some cases, this may lead the school to consider suspending the person until the case is resolved.However, before doing so, the school will consider very carefully whether the circumstances of the case warrant the member of staff to be suspended from contact with students or whether alternative arrangements can be put in place until the allegation or concern are resolved. A member of staff will be suspended only if it is judged that there is no reasonable alternative. The advice and guidance of theLADO will always be sought in such instances.

Where the decision is taken to suspend a member of staff, the reasons and justification will be recorded and the member of staff notified of the reasons.

As part of its duty of care to its staff, the school will seek to provide effective support for a colleague who may be facing an allegation. S/he will be provided with a named contact at the school if they are suspended.

If a member of boarding staff is suspended pending an investigation of a child protection nature, then the school will make arrangements for the member of staff to not be in touch with the child.

18.4   False allegations

If an allegation is determined to be false or unsubstantiated, the Principal will, after conferring with theLADO, determine whether the student should be given a sanction, which could include temporary or permanent exclusion, as well as a referral to the police if there are grounds for believing that a criminal offence may have been committed. In such cases the DSL will also refer the matter to children's social care services to determine whether the child concerned is in need of help or support, or may have been abused by someone else.

In the rare event that an allegation is shown to have been deliberately invented or malicious, the Principal Should consider whether any disciplinary action is appropriate against the student who made it, or, if the person concerned was not a student, whether the police should be asked to consider if any action might be appropriate.

18.5   Record keeping

The outcome of investigation of an allegation will record whether it is:

· Substantiated – there is sufficient evidence to prove the allegation;

- · Unsubstantiated – there is insufficient evidence either to prove or disprove the allegation. The term therefore implies neither guilt nor innocence;

- · Unfounded – to reflect cases where there is no evidence or proper basis which supports the allegation being made;

- · False – there is sufficient evidence to disprove the allegation; or

- · Malicious – there is sufficient evidence to disprove the allegation – and that there has been a deliberate act to deceive.

If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a comprehensive record of the allegation,details of how it was followed up and resolved, and a note of any action taken and decisions reached will be kept on the confidential personnel file of the member of the staff concerned, and a copy provided to him or her, in accordance with DfE advice.

18.6   References

KCSIE (September 2024) states that 'cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which all been found to be false, unsubstantiated or malicious should also not be included in any reference'.

18.7   Confidentiality and reporting restrictions

During the course of the investigation the school, in consultation with the LADO, will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with.

Due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from students. With effect from 1 January 2021,restrictions have been in place regarding the reporting or publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school(where that identification would identify the teacher as the subject of the allegation). Schools are required to make every effort to maintain confidentiality and to guard against unwanted publicity.

These restrictions apply up to the point where the teacher concerned is charged with an offence or theSecretary of State (see below) publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves.

The school is obliged, in common with all other schools in the UK, to make a referral to the Disclosure and Barring Service (DBS) if the two main conditions below are both met:

Condition 1 – Any person, whether employed, contracted, a volunteer or a student, who has been permanently removed from a regulated activity because s/he is considered unsuitable for work with children. This would include instances of dismissal or non-renewal of a fixed-term contract; instances of-deployment to a non-regulated activity that involves no unsupervised contact with children;instances where the school is unwilling to engage a supply teacher provided by an employment agency;the termination of the placement of a student teacher or

other trainees; no longer using staff employed by contractors; no longer using volunteers; and resignation, retirement or voluntary withdrawal from supply teaching, contract working, a teacher training course or volunteering.

Condition 2 – The person being referred has:

- ·   engaged in 'relevant conduct', ie, harmed, or poses a risk of harm, to a child or vulnerable adults through their action or inaction (eg, emotional, psychological, physical, sexual, neglect);

or

- ·   satisfied the 'harm test', ie caused actual harm or presented a significant risk of harm to a child,corroborated by tangible or at least credible evidence;

or

- ·   received a caution for, or been convicted of, a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence. A relevant offence for the purposes of referrals toDBS is an automatic inclusion offence as set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 (amended) and theSafeguarding Vulnerable Groups (Prescribed Criteria and Miscellaneous Provisions) Regulations(Northern Ireland) 2009.

The school is also under a duty to refer, through the TRA, to the Secretary of State, under sections 141D and 141E of the Education Act 2002, any instance where a teacher has been dismissed (or would have been dismissed had s/he not resigned) because of serious misconduct.
The Secretary of State may, following an investigation, decide to make a prohibition order in respect of that person. The reasons for such an order to be considered are 'unacceptable
professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'.

The address for DBS referrals is:

Disclosure and Barring
Service PO Box 3961
Royal Wootton
Bassett SN4 4HF

The address for TRA referrals is:

Teacher Misconduct Unit
Teaching Regulation Agency
(TRA) 53-55 Butts Road
Earlsdon Park
Coventry CV1
3BH

18.9   Review following the conclusion of a case

As soon as practically possible after the conclusion of a case in which an allegation is substantiated, the DSL will review the circumstances of the case with the LADO to determine whether any improvements need to be made to the school's procedures or practice to avoid similar events from occurring in the future. The DLS will ensure that the review is through and takes into account all aspects of the case and of the way in which the school dealt with it, including a review of the decision to suspend where this was the case.

EXTERNAL AGENCY CONTACT INFORMATION

·   Oxfordshire Safeguarding Children Board (OSCB): www.oscb.org.uk

Children's Social Care

·   MASH (Multi-Agency Safeguarding Hub) – 0345 050 7666 mash-childrens@oxfordshire.gcsx.gov.uk

·   Children's Social Care Team (Oxford City) – 01865 328563

·   Emergency Duty Team – 0800 833408

For issues relating to child sexual exploitation

·   Kingfisher Team (child sexual exploitation issues) – 01865 309196

For issues relating to radicalisation / extremism / Prevent

·   To report concerns to the police
Thames Valley Police Prevent Officer: preventreferrals@thamesvalley.pnn.police.uk

·   For advice / information from local children's
services MASH (Multi-Agency Safeguarding Hub) –
0345 050 7666
mash-childrens@oxfordshire.gcsx.gov.uk

·   DfE helpline for non-emergency advice to staff and
governors 0207 3407264
counter.extemism@education.gov.uk

·   Emergency reports
Anti-Terrorist Hotline – 0800 789 321

Other contacts
Reporting Child abuse to local council:
https://www.gov.uk/report-child-abuse-to-local-council

International Child Helpline: https://childhelplineinternational.org/helplines/

·   The NSPCC helpline help@nspcc.org.uk; 0800 028 0285

·   Police emergency – 999

·   Police non-emergency – 101

·   Disclosure and Barring Service (DBS) – 03000 200 190

·   Teaching Regulation Agency (TRA) – 0370 000
2288 (general enquiries); 0207593 5393 (teacher
misconduct)

Sources of advice and information

·   Preventing and Tackling Bullying and Mental Health and Behaviour
in Schoolswww.gov.uk

· When to call the police – NPCC guidance for schools and colleges www.npcc.police.uk

· The NSPCC website https://www.nspcc.org.uk

· KCSIE (September 20240https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

· Data protection toolkit for schools www.gov.uk/government/publications/data-protection-toolkit-for-schools

· Education at home: safeguarding and remote education www.gov.uk

· Disrespect NoBody www.gov.uk

The Children's Commissioner for England

The Children's Commissioner for England promotes the views and best interests of children and young people in England, and is a good source of information and advice on children's rights.

The current Commissioner is Anne Longfield. She may be reached by email at: childrens.commissioner@childrenscommissioner.qsi.gov.uk

You may find out more about the work of the Children's Commissioner's office by visiting www.childrenscommissioner.gov.uk. Children and young people under the age of 18 may use the website not only to seek information but also to communicate their views and questions.

19   CONFIDENTIALITY OF CHILD PROTECTION RECORDS

Child protection records must be kept secure and confidential, separately from other school records. They are made available to other staff only on a 'need to know' basis.