



Child Protection and Safeguarding Policy



Oxenhope Church of England Primary School

If you are concerned about the safety of a child, act!

Our Named Persons for Child Protection are Alice Jones, Gillian Dyson, Caroline Auty, Joanne Brown, Laura Woodhead, Oliver Thurlby and Janet Hopkinson

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999

Created By:	Last reviewed:	Next Review Date:
A Jones	September 22	September 2023

School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16



Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2



Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18



Statement of intent

Oxenhope C of E Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Head of School and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Head of School and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The schools designated safeguarding lead (DSL) is: Mrs A. Jones, Head teacher. In the absence of the designated safeguarding lead, child protection matters will be dealt with by Mrs Gillian Dyson, Miss Caroline Auty, Mr Oliver Thurlby, Mrs Joanne Brown, Miss Janet Hopkinson or Mrs Laura Woodhead as Deputy Safeguarding Leads.

1. Definition

For the purpose of this policy, Oxenhope C of E Primary School will define “safeguarding and protecting the welfare of children” as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils’ health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

Children includes everyone under the age of 18.

2. Legal framework

This policy has consideration for, and be is compliant with, the following legislation and statutory guidance:

Legislation

The Children Act

The Education Act

The Education (Health Standards) (England) Regulations

The Safeguarding Vulnerable Groups Act

School Staffing (England) Regulations (As amended)

The Equality Act

The Protection of Freedoms Act

The Education (School Teachers' Appraisal) (England) Regulations (as amended)

The Children and Families Act

The Sexual Offences Act

The Education (Pupil Registration) (England) Regulations (as amended)

Statutory guidance

HM Government 'Multi-agency practice guidelines: Handling cases of Forced Marriage'

DfE 'Working together to safeguard children'

DfE 'What to do if you're worried a child is being abused'

DfE 'Information sharing'

DfE 'The Prevent duty'

DfE 'Keeping children safe in education'

DfE 'Disqualification under the Childcare Act 2006'

DfE 'Child sexual exploitation'

Guidance for safer working practice for those working with children and young people in education settings

DFE Sexual violence and sexual harassment between children and colleges

DFE Promoting and supporting mental health and wellbeing in schools and colleges

Preventing Youth Violence

County Lines guidance

Relationships and Sex Education (RSE) and health education

Ofsted Inspection Framework

Teaching online safety

Sharing nudes and semi-nudes.

SEND code of practice 0-25 years.

BDAT safeguarding policy

The link below is to the BDAT Safeguarding and Child Protection Policy which all staff should read in conjunction with this school specific policy.

This Trust-wide policy applies to all staff, including the Board of Trustees and Central Staff, paid staff, volunteers and sessional workers, agency (supply) staff, students or anyone working for and on behalf of the Bradford Diocesan Academies Trust. This policy should be read in conjunction with the academy-specific policies published by individual academies.

3. Roles and responsibilities

The governing body has a duty to:

Ensure that the school complies with its duties under the above child protection and safeguarding legislation.

Guarantee that the policies, procedures, and training opportunities in the school are effective and always comply with the law.

Guarantee that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children.

Confirm that the school's safeguarding arrangements and consider the procedures and practice of the LA as part of the interagency safeguarding procedures established by the local safeguarding children board (LSCB).

Comply with its obligations under the Children Act to supply the LSCB with information to fulfil its functions.

Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Head of School or other governor.

Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.

Ensure that there is a senior board level lead responsible for safeguarding arrangements. Appoint a member of staff from the senior leadership team (SLT) to the role of DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.

Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.

Guarantee that volunteers are appropriately supervised.

Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

Ensure that all staff members receive safeguarding and child protection training at least annually.

Certify that there are procedures in place to handle allegations against members of staff or volunteers.

Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

Guarantee that there are procedures in place to handle allegations against other pupils.

Make sure that pupils' wishes, or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.

Guarantee that there are systems in place for pupils to express their views and give feedback.

Establish an early help procedure is in place.

Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.

Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.

Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.

Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly about the pupil's legal status, contact details and care arrangements.

Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.

Ensure that all members of the governing body have been subject to an enhanced DBS check.

The Head Teacher has a duty to:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession.

Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

Provide staff with the Child Protection and Safeguarding Policy, Staff Code of Conduct, information regarding the role of the DSL and part one and five of the Keeping Children Safe in Education (KCSIE) guidance at induction.

Ensure updates are given, as a minimum, on an annual basis and that staff to sign that they have had this training. Part of the training would be that staff understand their responsibility to read part 1 and five of 'Keeping Children Safe in Education' and this Child Protection and Safeguarding policy. In signing, they are committing to reading these two documents. They are also asked to speak to the Head teacher – Alice Jones (DSL) about any issues that they don't understand in those documents.

Provide staff with information about the safeguarding team, their daily roles, names and their role in the safeguarding team.

The DSL and any deputy DSLs have a duty to:

Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

Refer cases of radicalisation to the Channel programme.

Liaise with the Head of School to inform him/her of safeguarding issues, especially ongoing enquiries of the Children Act and police investigations.

Act as a source of support, advice, and expertise to staff members on matters of safeguarding by liaising with relevant agencies.

Understand the assessment process for providing early help and intervention.

Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.

Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.

Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.

Be able to keep detailed, accurate and secure records of concerns and referrals.

Obtain access to resources and attend any relevant training courses.

Encourage a culture of safeguarding by listening to children and taking account of their wishes and feelings.

Work with the governing body to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.

Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

Link with the local LSCB to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.

Ensure that a pupil's child protection file is transferred when transferring to a new school.

Be always available during school hours to discuss any safeguarding concerns.

NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by other means such as phone or Teams.

Other staff members have a responsibility to:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Provide a safe environment in which pupils can learn.

Maintain an attitude of 'it could happen here' where safeguarding is concerned.

Be aware of the signs of abuse and neglect.

Act as the lead professional in undertaking an early help assessment, where necessary.

Be aware of, and understand, the process for making referrals to Children's Social Care, as well as for making statutory assessments under the Children Act and their role in these assessments.

Support social workers to take decisions about individual children, in collaboration with the DSL.

If at any point there is a risk of immediate serious harm to a child, make a referral to Children's Social Care and/or the police immediately.

Be aware of and understand the procedure to follow if a child confides they are being abused or neglected. Staff need to remember not to make promises to a child, that they can keep things a secret and to ensure they tell the child that they must speak to the DSL or Deputy (DSLs) so they can help and give advice about keeping them safe.

Support social workers in making decisions about individual children, in collaboration with the DSL.

Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

Follow the school's procedure for, and approach to, preventing radicalisation as outlined in our prevent strategy.

Be aware of the early help process, and understand their role in it.

Make sure they have read and understood the statutory guidance and signed to say they have done.

What school staff should look out for

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves • has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Inter-agency working

Oxenhope C of E Primary School contributes to inter-agency working as part of its statutory duty.

The school will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.

The school recognises the importance of information sharing between professionals and local agencies to effectively meet pupils' needs.

Considering the above, staff members are aware that whilst the Data Protection Act places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

The school also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE)

Abuse and neglect

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many

cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

Please follow the link below to the Trusts policy on Anti-Bullying

[BDAT Policies - Bradford Diocesan Academies Trust \(bdac-academies.org\)](https://bdac-academies.org/)

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from 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, although it may occur alone

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Please follow the following link to the school's and the Trust Anti-Bullying Policies

[BDAT Policies - Bradford Diocesan Academies Trust \(bdac-academies.org\)](http://bdac-academies.org)

[Policies | Oxenhopec CE Primary School \(oxenhopecprimary.org.uk\)](http://oxenhopecprimary.org.uk)

Female genital mutilation (FGM)

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns 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 out on a girl under the age of 18, the teacher must report this to the police.

Indicators that may show a heightened risk of FGM include the following:

The position of the family and their level of integration into UK society

Any girl with a mother or sister who has been subjected to FGM

Any girl withdrawn from personal, social and health education (PSHE)

Indicators that may show FGM could take place soon:

The risk of FGM increases when a female family elder is visiting from a country of origin

A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'

A girl may request help from a teacher if she is aware or suspects that she is at immediate risk

A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent

It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

Difficulty walking, sitting or standing

Spending longer than normal in the bathroom or toilet

Spending long periods of time away from a classroom during the day with bladder or menstrual problems

Prolonged or repeated absences from school followed by withdrawal or depression

Reluctance to undergo normal medical examinations

Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of 'honour-based' violence (HBV), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBV are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will activate local safeguarding procedures if concerns arise.

Staff can also read our 'The role of school in protecting pupils from harm that is linked to culture, faith or beliefs' policy for more information

Forced marriage

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBV, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

Becoming anxious, depressed and emotionally withdrawn with low self-esteem

Showing signs of mental health disorders and behaviours such as self-harm or anorexia

Displaying a sudden decline in their educational performance, aspirations or motivation

Regularly being absent from school

Displaying a decline in punctuality

An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

Staff can also read our 'The role of school in protecting pupils from harm that is linked to culture, faith or beliefs' policy for more information

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes to the Local Housing Authority so they can raise concerns at the earliest opportunity.

Bradford referral housing authority details can be found at - <https://www.bradford.gov.uk/housing/help-with-housing-and-homelessness/public-body-referrals/>

Up-skirting

Up-skirting is described in the following way by KCSIE - "up skirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm" It is a criminal offence. Anyone of any sex, can be a victim.

Sexual Violence and Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, and staff are supported and protected as appropriate.

Guidance is available in Keeping Children Safe in Education and Sexual violence and sexual harassment between children in schools and colleges Advice for governing bodies, proprietors, headteacher, principals, senior leadership teams and designated safeguarding leads.

All staff working in school are advised to maintain an attitude of '**it could happen here**'. It is essential that all victims are reassured, and they are taken seriously and will be supported and kept safe. A victim should never ever be made to feel ashamed for making a report. At school we have a zero-tolerance approach to peer-on-peer abuse.

Child on child sexual violence and sexual harassment;

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It can occur online or face to face (both physical and verbal) and is never acceptable. All staff working with children in school are advised to have the attitude of '**it could happen here**'.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. Any reports of sexual violence or sexual harassment should be taken seriously.

It is more likely that girls are the victims and it is more likely that they will be perpetrated by boys. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. All victims will be taken seriously, supported and kept safe.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act which are as follows;

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents.

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual consent

A child under the age of 13 can never consent to any sexual activity;

Sexual harassment

Sexual harassment is ‘unwanted conduct of a sexual nature’. It can occur between children online and offline and both inside and outside of school/college.

Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment.

It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- sharing of unwanted explicit content;
- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

Victims’ voice and reporting

- Any reports of sexual abuse in school whether occurring within or outside of school are taken very seriously and would be reported to a DSL in school.
- All staff are trained annually on spotting the signs of sexual abuse and harmful sexual behaviours and in line with our safeguarding policy, would report concerns to a DSL’s in school.
- Any victims and/or perpetrators would receive support in school and from the appropriate outside agencies.
- School has 6 fully trained DSL’s, 4 trained mental health first aiders, a trained counsellor and staff trained on dealing with sexual behaviours from the SEMH team in Bradford to support pupils as necessary.
- If a report is made, if possible two members of staff should be present.
- If abuse has been online, staff should not view or forward illegal images of a child.
- A written record should be made immediately after the report. This should be facts as the child has reported.
- Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (s) (and any other children involved/impacted).
- Where there has been a report of sexual violence, the designated lead (or deputy) should make an immediate risk and needs assessment. These risk assessments should be under continuous review to ensure measures are in place to protect pupils and to keep them safe.
- There is a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable or tolerated.
- Where a child is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children’s social care.

- A report to the police will be in parallel with a referral to children's social care.
- In school we offer play therapy, art therapy and Forest Schools to support vulnerable pupils in school as well as 1:1 emotional support as required.

External Support for victims;

- Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a **Sexual Assault Referral Centre (SARC)**.
- Early help and children's social care.
- Children and Young People's Independent **Sexual Violence Advisors (ChSVAs)**.
- Child and adolescent mental health services (**CAMHS**) is used as a term for all services that work with children who have difficulties with their emotional or behavioral wellbeing.
- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. **Contact Rape Crisis** (England & Wales) or The Survivors Trust for details of local specialist organisations. **The Male Survivors Partnership** can provide details of services which specialize in supporting men and boys.
- **NHS - Help after rape and sexual assault** - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centers services
- **Childline** provides free and confidential advice for children and young people.
- **Internet Watch Foundation** works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- **Childline / IWF**: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of themselves that they think might have been shared online, to see if they can be removed from the internet.

Safeguarding and supporting the alleged perpetrators and children who display harmful sexual behaviours;

- **The Lucy Faithful Foundation** have developed a **HSB toolkit**, which provides support, advice and information: <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

[https://www.stopitnow.org.uk/wpcontent/uploads/2020/10/Stop It Now harmful sexual behaviour prevention toolkit Oct 2020.pdf](https://www.stopitnow.org.uk/wpcontent/uploads/2020/10/Stop%20It%20Now%20harmful%20sexual%20behaviour%20prevention%20toolkit%20Oct%202020.pdf)

- The **NSPCC** provides free and independent advice about **HSB**.
<https://learning.nspcc.org.uk/research-resources/2019/harmful-sexual-behaviour-framework>

- <https://learning.nspcc.org.uk/media/1149/harmful-sexual-behaviour-framework-audit-tool.pdf>
<https://learning.nspcc.org.uk/media/1657/harmful-sexual-behaviour-framework.pdf>

Child sexual exploitation (CSE)

For the purpose of this policy, “child sexual exploitation” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- a) In exchange for something the victim needs or wants
- b) For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

Oxenhope C of E Primary School has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

1. Identifying cases

School staff members are aware of and look for the key indicators of CSE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

2. Referring cases

Where CSE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

3. Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Allegations of abuse against other pupils

All staff will be aware that pupils are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

The school is aware that peer-on-peer abuse can be manifested in many different ways, including sending and receiving nudes and gender issues, such as children being sexually touched or assaulted, and being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm.

All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school’s Behaviour Policy (including peer to peer abuse).

The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.

If appropriate, a referral may be made to children’s social services and, depending on the nature of the incident, the police.

The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.

In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.

In order to prevent peer-on-peer abuse, the school will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

Child Criminal Exploitation (CCE) and gangs

What is criminal exploitation?

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

What is a gang?

The word ‘gang’ means different things in different contexts, the government in their paper ‘Safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organised criminal gangs.

Peer group

A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

Street gang

"Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity."

Organised criminal gangs

"A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.'"

It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

What is County Lines?

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs. This can include:

Airbnb and short term private rental properties

budget hotels

the home of a drug user, or other vulnerable person, that is taken over by a criminal gang- this may be referred to as cuckooing.

How are young people recruited?

A child or young person might be recruited into a gang because of where they live or because of who their family is. They might join because they don't see another option or because they feel like they need protection.

Children and young people may become involved in gangs for many reasons, including:

- peer pressure and wanting to fit in with their friends
- they feel respected and important
- they want to feel protected from other gangs, or bullies
- they want to make money, and are promised rewards
- they want to gain status, and feel powerful
- they've been excluded from school and don't feel they have a future

Organised criminal gangs groom children and young people because they're less suspicious and are given lighter sentences than adults.

Children can be targeted and recruited into county lines in a number of locations (including schools), higher education institutes, pupil referral units, children's homes and care homes.

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

Signs of criminal exploitation

There are some signs to look out for if you're worried a child or young person has joined a gang, or is being criminally exploited. It might be hard to spot at first, but the sooner you're able to talk to the young person the more you'll be able to help them.

Signs you may notice

- Frequently absent from and doing badly in school.
- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog.

Dangers of criminal exploitation

It's important to be aware of the risks of criminal exploitation or being involved with a criminal gang. They can use different tactics to recruit and exploit children and young people, including bribing them with rewards, befriending them, and threatening them, or coercing them.

Dangers of criminal exploitation include:

- being subject to threats, blackmail and violence
- being exploited and forced to commit crimes

- being arrested, including for crimes committed by the gang that they have not directly committed under the law of joint enterprise
- not being able to leave or cut off ties with the gang
- having their safety or the safety of friends and family threatened
- risk of physical harm, rape and sexual abuse
- risk of emotional abuse
- risk of severe injury or being killed
- abusing drugs, alcohol and other substances
- long term impact on education and employment options.

Exploiting a child into committing crimes is abusive. Children who are targeted can also be groomed, physically abused, emotionally abused, sexually exploited or trafficked. However, as children involved in gangs often commit crimes themselves, sometimes they aren't seen as victims by adults and professionals, despite the harm they have experienced. It's important to spot the signs and act quickly if you think a child is being groomed or is becoming involved with a gang.

Serious violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Online abuse

What is online abuse?

Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including:

- social media

- text messages and messaging apps
- emails
- online chats
- online gaming
- live-streaming sites.

Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

Types of online abuse

Children can also abuse their peers online, this can take the form of abusive, harassing and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Children and young people might experience different types of online abuse, such as:

- Cyberbullying or online bullying is any type of bullying that happens online. Unlike bullying that takes place offline, online bullying can follow the child wherever they go and it can sometimes feel like there's no escape or safe space.
- Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a child and this can happen both on and offline.
- Grooming is when someone builds a relationship with a child so they can sexually abuse, exploit or traffic them. Children and young people can be groomed online or face-to-face by a stranger or by someone they know. If you're worried a child is being groomed online you should report it online to CEOP.
- Sexting is when someone shares sexual, nudes or semi-nude images or videos of themselves or others, or sends sexual messages. It's online abuse if a child or young person is pressured or coerced into creating or sending these types of images.
- Sexual abuse is when a child or young person is forced or tricked into sexual activities. Sexual abuse can happen online - for example, a child could be forced to make, view or share child abuse images or videos or take part in sexual activities or conversations online.
- Child Sexual exploitation is a type of sexual abuse. When a child is sexually exploited online they may be persuaded or forced to create sexually explicit photos or videos or have sexual conversations.

Signs of online abuse

A child or young person experiencing abuse online might:

- spend a lot more or a lot less time than usual online, texting, gaming or using social media
- seem distant, upset or angry after using the internet or texting

- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

All staff will be trained on online safety and children will be taught about how to keep safe online in the curriculum.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mental Health

Signs of depression or anxiety in children

Signs of depression or anxiety in children can sometimes look like normal behaviour, particularly in teenagers who can keep their feelings to themselves.

It's also natural for children or young people to feel stressed or anxious about things like exams or moving to a new school. But while these experiences can be very difficult, they're different from longer term depression or anxiety, which affect how a child or young person feels every day.

It can help to think about what's normal for the child and if you've noticed signs that they've been behaving differently recently.

Signs of depression in children can include:

- persistent low-mood or lack of motivation
- not enjoying things, they used to like doing

- becoming withdrawn and spending less time with friends and family
- experiencing low self-esteem or feeling like they are 'worthless'
- feeling tearful or upset regularly
- changes in eating or sleeping habits.

Signs of anxiety in children can include;

- becoming socially withdrawn and avoiding spending times with friends or family
- feeling nervous or 'on edge' a lot of the time
- suffering panic attacks
- feeling tearful, upset or angry
- trouble sleeping and changes in eating habits.

Helping a child with anxiety or depression

The most important thing you can do is to reassure the child and not judge them for how they're feeling.

Ways to help a child who's struggling include:

- letting them know you're there for them and are on their side
- try talking to them over text or on the phone if they don't feel able to talk in person
- being patient and staying calm and approachable, even if their behaviour upsets you
- recognising that their feelings are valid and letting them know it's okay for them to be honest about what it's like for them to feel this way
- thinking of healthy ways to cope you could do together, like yoga, breathing exercises or mindfulness
- encouraging them to talk to their GP, someone at their school or Childline. Especially if they're finding it hard to talk at home.

If you're worried a child is feeling suicidal

While not every child with depression or anxiety will feel suicidal, sometimes mental health problems can feel overwhelming for children and young people. If a young person talks about wanting to hurt or harm themselves, or expresses suicidal feelings, they should always be taken seriously.

Signs that a child or young person may be having suicidal feelings or thinking about suicide, include:

- becoming more depressed or withdrawn, spending a lot of time by themselves
- an increase in dangerous behaviours like taking drugs or drinking alcohol
- becoming obsessed with ideas of suicide, death or dying, which could include internet searches

- saying things like “I’d be better off dead”, “No one would miss me”, “I just wish I wasn’t here anymore”.

Getting support for children with mental health

In school we support pupils well if they have any worries, anxiety or depression. Mrs Jones and Mrs Dyson, Mrs Woodhead and Mrs Brown are trained Mental Health First Aiders and they regularly support children and their families if we are concerned about a child.

Children who may be having problems are quickly identified in school.

All staff have undergone Mental Health training and Attachment trauma training so they can quickly identify the signs of Mental Health and they know how to act accordingly to support them. Many teaching and support staff have an accredited qualification in Children and Young People’s Mental Health. As a school we also receive support from the Bradford Early Help and school nursing team who can be utilised to provide mental health support for the children.

Other ways in which we can access support for children with Mental Health concerns

Referral to a GP

We work with parents and support them in getting professional help for their child through their GP if we are concerned about a child’s mental health. Supporting a child with a mental health problem like depression or anxiety can be really hard and it’s important for a young person to speak to their GP about professional help if they’re struggling. This should be the first step to take if you’re worried a child may have a mental health problem. Sometimes a GP will prescribe medication to help a child or young person with depression or anxiety symptoms.

The child may want to speak to their GP on their own or they may want their parents to be there with them. Sometimes young people can find it easier to talk about their feelings with someone they don’t know.

NSPCC and Childline

We have assemblies delivered by The NSPCC and posters displayed around school to make pupils aware of the Childline service. Staff at school will also sign post children to Childline if needed.

Childline is a free and confidential service for young people under 18. Children can talk to a trained counsellor over the phone, online via 1-2-1 chat or via email about anything that’s worrying them, 24 hours a day. Many young people find it easier to be honest about their mental health with someone they don’t know.

Childline also have lots of information and advice for young people on how to cope with mental health problems.

Their website also offers advice and coping techniques for:

- Depression
- Anxiety and managing anxiety
- Suicide and coping with suicidal feelings

- Eating problems and body image
- Building confidence and self-esteem
- Mental health and Child and adolescent mental health services

Referral to CAMHS

If a child has been feeling unhappy or anxious for a long time, or is showing signs of self-harm or suicidal thoughts, it's important to consider professional help so that they can get the support they need.

Child and adolescent mental health services (CAMHS) is a free NHS service for children and young people under 18. CAMHS can help young people who are struggling with serious mental health problems such as depression, anxiety, self-harm, panic attacks or eating problems.

Referral is usually done through the GP and unfortunately it can take up to several weeks for an initial assessment. Schools can also make a referral through the school nursing team. Social services can also refer young people to CAMHS if they're already supporting a child.

For more information on Mental Health and Behaviour in schools;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

Looked After Children (LAC)

Please refer to BDAT LAC Policy

[BDAT Policies - Bradford Diocesan Academies Trust \(bdat-academies.org\)](https://www.bdat-academies.org/)

Oxenhope C of E Primary School is committed to providing quality education for all its pupils, based on equality of opportunity, access and outcomes.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties.

Oxenhope C of E Primary School will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with the LSCB as appropriate.

The school will ensure that they engage with parents/carers and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns, and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation.

The DSL will ensure that all school staff receive training sessions to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators

Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Indicators of vulnerability through criminality:

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using facetime/skype/video call)?

- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Head of School or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from Oxenhope C of E Primary School.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Extremist speakers

Oxenhope C of E Primary School prevents speakers who may promote extremist views from using the school premises.

Building children's resilience

Oxenhope C of E Primary School will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

Oxenhope C of E Primary School will utilise the following resources:

- Safer Bradford
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website
- Government e-learning about Prevent

Staff can also read our 'The role of school in protecting pupils from harm that is linked to culture, faith or beliefs' policy for more information

A child missing from education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures. Children can be missing in education for part of days not just full days.

Oxenhope C of E Primary School will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

Places are allocated by the LA and therefore the school receives notification from the LA when pupils are due to attend. The school uses the Bradford Schools Online tool to periodically notify the LA of changes.

The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.

If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent/carer with whom the pupil will live
- The new address (once evidence of new address is received.)
- The date from when the pupil will live at this address

If a parent/carer notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education

(Pupil Registration) (England) Regulations (as amended), where they:

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

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England)

Regulations

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.

The school will also highlight any other necessary, contextual information, including safeguarding concerns.

Extra Familial Harms (contextualised safeguarding)

As outlined in Keeping Children Safe in Education September– it is essential that “All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines”. At Oxenhope we hold half termly

Safeguarding team meetings and discuss Safeguarding in relation to specific children during Staff meeting and Support Staff meetings each week.

Pupils with special educational needs and disabilities (SEND)

The school recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
- Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration

Concerns about a pupil

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, they should act on them immediately.

If staff have a concern, they should follow the school's child protection policy and speak to the designated safeguarding lead (or a deputy)

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes
- undertaking an early help assessment, or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. Referrals are kept in a separate child protection file for each child.

Records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy

Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff then this will be raised with the Head of School.

If the concern is with regards to the Head of School, this will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at Oxenhope C of E Primary School will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Confidential Reporting Code for Employees (Whistleblowing) Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

Recruitment of Staff Policy- see BDAT policy

[BDAT Policies - Bradford Diocesan Academies Trust \(bdat-academies.org\)](http://bdat-academies.org)

Safer recruitment procedures will be followed. All staff and volunteers will be carefully selected and vetted to try to ensure they do not pose a risk to children. All references will be checked and verified. Those staff and volunteers having contact with children will be checked through the Disclosure and Barring Service at the appropriate level. All staff and volunteers will receive information and basic training in safe conduct and what to do if they have concerns about a child. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously.

Training

Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on an annual basis, with appropriate updates and will be in line with advice from the BSCB.

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.

The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

If the school decides to appoint a deputy DSL, they will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

Online training will also be conducted for all staff members as part of the overall safeguarding approach.

Temporary Staff

Temporary staff will be provided with a leaflet detailing school procedures regarding child protection and the names of the Designated Safeguarding Lead team.

Monitoring and review

This policy is reviewed annually by the designated safeguarding lead (headteacher) and the deputy headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2023.

Child Protection Flowchart

