Oakley School Safeguarding and Child Protection Policy

2025/26

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1. Glossary

For this document the following terminology should be considered:

Safeguarding is the overarching term for everything done to support children and young people, keep them safe, and promote their welfare. It encompasses the full spectrum of measures to prevent harm, promote wellbeing, and ensure children are able to achieve their best outcomes.

'Keeping Children Safe in Education (2025)' defines **safeguarding** and promoting the welfare of children as:

- protecting children from maltreatment whether that is withing or outside the home, including online.
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
- Providing help and support to meet the needs of children as soon as problem emerge

Child protection, as defined in 'Working Together to Safeguard Children (2023)', refers to the activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm. This includes timely assessment, intervention, and referral to statutory services where necessary.

Safeguarding extends beyond child protection and includes:

- promoting children's health and wellbeing, including mental health;
- preventing harm from all forms of abuse, neglect, exploitation, or radicalisation;
- ensuring online safety and protection from digital risks;
- early identification and support for children with additional needs (early help);
- addressing risks in the wider environment (contextual safeguarding); and
- listening to children's voices and involving them in decisions affecting their welfare.

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

DSL refers to the Designated Safeguarding Lead at the School.

Child includes everyone under the age of 18.

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

Extra familial Harm - Contextual Safeguarding refers to our commitment to understanding wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

2. Introduction

At Oakley School we are committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

This document forms part of the integrated safeguarding portfolio and should be read alongside the:

- Stowe Valley MAT: Trust Safeguarding and Child protection Policy.
- Stowe Valley MAT: Managing safeguarding concerns and Allegations policy.
- Stowe Valley MAT: Code of Conduct (and guiding principles)
- DfE, Keeping Children Safe in Education (September 2025).
- Working Together to Safeguard Children (December 2023).
- Working Together to improve school attendance (September 2024)
- Local arrangements for safeguarding, Warwickshire Safeguarding Children Partnership.
- The Children Act 1989 and 2004.
- The Children and Social Work Act 2017.
- The Education Act 2002.
- Our school behaviour policy.

3. Key Staff and Contacts

School-based contacts

Role	Contact details
Headteacher	Mrs Sarah Kaye
Designated Safeguarding Lead	Mike Few
Deputy Designated Safeguarding Lead	Mrs S Kaye, Mrs Shirley, Mrs Jones, Mrs K Whitney, Mr C Lenton, Miss Taylor, Miss Vaghela, Mrs G Welbourne, Mrs Kelsall-Gooch, Ms Richardson, Mrs Thompson and Mrs Price
Online Safety Lead	Mike Few
Prevent Duty Lead	Mike Few
Designated Teacher with responsibility for Young Carers	Mike Few
Designated Teacher for children in care and Previously child in care	Mike Few
Nominated Safeguarding Governor	Ms A Bishop
All the above can be contacted via the school office on 01926 290646	

Other useful contacts

Agency / Contact	Contact Details
Ranjit Samra-CEO Stowe Valley Multi-Academy Trust	01926 812560 Ranjit.Samra@stowevalley.com
Samantha Godfrey-Director of Safeguarding Stowe Valley Multi-Academy Trust	01926 812560 Godfrey.s@stowevalley.com
Kyle Ferguson – Safeguarding Trustee Stowe Valley MAT	01926 812560 via: Safeguarding@Stowevalley.com
Children's Social Care – Family Connect Warwickshire County Council	01926 414144
Emergency Out of Hours Social Work Service	01926 886922
The Local Authority Designated Officer (LADO)	lado@warwickshire.gov.uk 01926 745376
NSPCC Whistleblowing Advice Line	0800 028 0285

4. Staff roles

Designated Safeguarding Lead (DSL)

Our School DSL, Mr Mike Few, is a substantive member of the school Senior Leadership Team.

During term time the DSL (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. [1]

The DSL:

- Is a senior member of staff from the school's leadership team and therefore has the authority within the school to carry out the duties of the post including committing resources and supporting and directing other staff;
- takes lead responsibility for safeguarding and child protection in the school
- is appropriately trained, with regular updates;
- ensures that they, and any deputies, have a complete safeguarding picture of the
- school;
- acts as a source of support and expertise to the school community;
- has a working knowledge of local procedures and acts as a point of contact with the safeguarding partners;
- makes staff aware of training courses and the latest policies on safeguarding;
- keeps detailed written records of all concerns using CPOMS;
- Performs the role of the online safety lead
- Performs the role of the PREVENT lead
- refers cases of suspected abuse to children's social care or police as appropriate;
- ensures that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained;
- attends and/or contributes to child protection conferences;
- coordinates the school contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the Local Safeguarding Partnership;
- ensures that the child protection policy and procedures are reviewed and updated annually;
- has an awareness of the circumstances in which there is a requirement for children to have an Appropriate Adult in line with PACE Code C 2023
- liaises with the Director of Safeguarding and headteacher (where the role is not carried out by the headteacher) as appropriate;
- makes the child protection policy available publicly, on the school website.
- Undertakes training, as identified in this policy
- ensures that all staff receive the appropriate training, and keep it up to date
- maintains strong links with mental health agencies
- has an overview of all safeguarding concerns and follow the procedures set out in local guidance and in Keeping Children Safe in Education to ensure that appropriate action is taken in every case
- monitors all safeguarding concerns and escalates any concerns meeting threshold for further intervention/assessment

[1] In in exceptional circumstances availability could mean, via phone and or video call or other such media.

- Works with all external agencies regularly and as required including police, health and social care
- Works closely with other relevant education professionals both internally and externally such as the SENCO or the Virtual Schools Head
- notifies children's social care if there are concerns over unexplained absences of a student, following the Child Missing in Education (CME) policy and local procedure.

Deputy Designated Safeguarding Lead (Deputy DSL)

Our Deputy DSL are, Mrs. S Kaye, Mrs. Shirley, Mrs. Jone, Mrs. K Whitney, Mr. C Lenton, Miss Taylor, Miss Vaghela, Mrs. G Welbourne, Mrs. Kelsall-Gooch, MS Richardson, Mrs. Thompson and Mrs. Price

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

The appointment of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead is clear within the post holders job description.

Stowe Valley Multi Academy Trust

SVM's Director of Safeguarding is Samantha Godfrey.

Stowe Valley Multi Academy Trust will ensure that:

- Oakley School appoints a Designated Safeguarding Lead (DSL) who is a member of the senior leadership team and who has undertaken role-specific training;
- the DSL (and Deputy DSL) role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer;
- the DSL, Deputy DSL or a member of the SVM safeguarding team is always available during school hours to discuss any safeguarding concerns
- Oakley School follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children;
- a training curriculum is available that ensures all staff, including the headteacher, and volunteers receive appropriate and regular, safeguarding and child protection training and updates as required (at least annually). This includes ensuring that the DSL receives refresher training and regular updates as defined under the DSL's duties above;
- Oakley School nominates the CEO to be responsible for liaising with the Local Authority Designated Officer (LADO) and other agencies in the event of an allegation being made against the headteacher. However, the CEO may delegate this to the Director of Safeguarding. [2]
- The Director of Safeguarding will Support the CEO in dealing with allegations against staff as per Part 4 of Keeping Children Safe in Education 2025

[2] In each school the CEO is responsible for managing allegations in relation to the headteacher the school whistleblowing policy and managing allegations policy.

- The Director of Safeguarding will ensure that the DSL (or Deputy) refer all allegations that a child has been harmed by, or that children may be at risk of harm from, a member of staff or volunteer to the Designated Officer in the Local Authority within one working day before any internal investigation;
- The Director of Safeguarding will ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the LADO;
- The Director of Safeguarding will ensure that suitable arrangements are in place within school to satisfy the duties and arrangement as outlines in this policy, including ensuring that there is appropriate staffing with the required time, funding, resources and support;
- The Director of Safeguarding will ensure, in co-ordination with the Head, that all relevant Senior Managers are capable and competent in their given roles and provided with suitable and sufficient information and instruction;
- The Director of Safeguarding will maintain strategic oversight of the effectiveness of safeguarding

The Headteacher will:

- Ensure that the safeguarding and child protection policy and procedures are understood and implemented by all staff;
- allocate sufficient time, training, support and resources, including cover arrangements, when necessary, to enable the DSL and deputy/s to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- support the designated teacher for Children in Care (and PCiC) to promote the educational achievement of any students who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales;
- ensure that all staff have the skills, knowledge and understanding necessary to keep Children in Care and previously CIC safe;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures;
- ensure that the culture of the school supports the provision of effective pastoral care and early help;
- ensure that staff do everything they can to support social workers when Children's Social Care become involved;
- ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum;
- ensure that relevant staff are made aware of disqualification under the childcare act 2006 and their obligations to disclose relevant information.
- Work with the CEO and Director of Safeguarding to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the LADO within one working day prior to any internal investigation;
- Work with the Director of Safeguarding to ensure that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the LADO
- appoints a case officer who to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made
- ensures that all staff are made aware of the Mike Fewd governor for safeguarding and the DSL;
- promotes an environment and culture of safety where students feel safe and listened to; this includes ensuring that the curriculum includes safeguarding and how to keep safe;
- ensures that the role of 'DSL' is explicit in the role-holder's job description, that they have appropriate time, funding, training and resources and that there is always adequate cover if the DSL is absent;

The Local Governing Body will:

- identify safeguarding governor in the school to take responsibility for oversight of the school's safeguarding arrangements. This colleague will maintain regular contact (at least once a half term) with the DSL and will ensure that the full governing body receives regular reports about safeguarding activity at the school.

- ensure that the school safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, local safeguarding partnership and national guidance.
- Provide scrutiny and challenge to school leaders in the area of safeguarding to ensure robust safeguarding practices
- Facilitate a whole school approach to safeguarding including child on child abuse by ensuring that safeguarding and children protection underpins all relevant aspects of policy and process.
- Ensure that the school has the system in place to allow children to raise concerns, which are well promoted and well understood and easily accessible.

All Staff:

Have a responsibility to provide a safe environment, where children can learn;
• will be made aware of and should be clear on the school's policy and procedures with regards to safeguarding and 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;
• will complete mandatory training provided by the school so that they know and understand: how to identify indicators of neglect, harm and abuse and the behaviours associated with these risks; what to do if a child discloses information which is a safeguarding concern (including FGM); what safeguarding systems are in place within the school, including the use of CPOMS for recording concerns, decisions, actions, and outcomes;
• must be aware of who the safeguarding team are.
• are responsible for ensuring that they have read and understood key policies such as the Acceptable Use Policy, Staff Code of Conduct, MAT Safeguarding and Child Protection Policy and the School Safeguarding and Child Protection Policy. Staff must also regularly familiarise themselves with the key information contained in Part one and Annex B of KCSIE 2025 in conjunction with this policy.
• Staff should be prepared to make referrals to Family Connect if they are concerned that a child is suffering, or likely to suffer, significant harm and understand the role that they may be expected to play in social care assessments

All staff will be provided with a copy of (electronic or physical copy), and must read, Part 1 and Annex B of KCSIE annually and will receive ongoing training to maintain knowledge and skills including safeguarding roles and responsibilities. All members of staff must sign a declaration confirming they have done this. Schools will make use a variety of methods to assess staff understanding across the Autumn Term.

Although there are extensive mechanisms in place to support staff understanding in relation to safeguarding and child protection, there is an expectation that if staff are unclear on any aspects of school's safeguarding policy or practice, they speak to the DSL, Senior leadership team or Director of Safeguarding immediately, so that additional training can be arranged.
The DSL will set the strategic safeguarding direction for the school, working in an advisory capacity to provide support and guidance to Head and DDSLs on all safeguarding related matters.

5. Allegations and Safeguarding concerns about staff or volunteers

When an allegation is made against a member of staff or a safeguarding concern is raised, our set procedures must be followed.

The full procedures for dealing with allegations against staff (including low-level concerns) can be found in the SVM 'Managing allegations against adults working within the Trust' policy.

Where a concern or allegation indicates that an adult has:

1. behaved in a way that has harmed a child, or may have harmed a child;
2. possibly committed a criminal offence against or related to a child;
3. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
4. behaved or may have behaved in a way that indicates they may not be suitable to work with children;

a referral will be made to the LADO[3], without delay.

The last bullet point above includes behaviour that may have happened outside of the school that might make an individual unsuitable to work with children; this is known as 'transferable risk'.

A "case manager" will lead any investigation. This may be the line manager, the DSL within the school or the Director of Safeguarding.

Both allegations that meet the harm threshold for a referral to the LADO and allegations/concerns that do not meet the harm threshold, referred to for the purposes of this policy as 'low level concerns', will be reported in writing to the headteacher.

All staff report concerns using yellow forms.

[3] Contact details can be found in section 3 of this policy.

Allegations that meet the harm threshold for a referral to LADO

The harm thresholds are:

Has the adult…

- behaved in a way that has harmed a child, or 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children;

Staff should share, **without delay,** any allegations/concerns that meet the harm threshold for a referral to the Designated Officer (LADO) with the Headteacher:

Name	Role	Contact Number
Mrs Sarah Kaye	Headteacher	01926 290646

Where concerns relate to the Headteacher, they should be referred to:

Name	Role	Contact Number
Ranjit Samra	CEO	01926 812560

Where colleagues are unsure whom to report concerns to, or are concerned about actions taken, they should refer the matter directly to the LADO. If the concerns are about the chair of Governors, or Trust Board, these should be referred directly to the LADO (contact details found in Section 3).

Allegations/Safeguarding concerns that do not meet the harm threshold– referred to for the purposes of this policy as 'low level concerns'.

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone, contrary to the school policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- humiliating students.
- Inappropriate use of social media/online presence

Low-level concerns about a member of staff should be reported, without delay, to the Head Teacher).

Where a low-level concern is raised about the designated safeguarding lead, it should also be shared with the headteacher.

Name	Role	Contact Number
Mrs. Sarah Kaye	Head Teacher	01926 290646

Allegations or low-level concerns relating to the Headteacher

If the allegation or concern relates to the Headteacher, it should be reported, without delay, to the Chief Executive Officer, Ranjit Samra.

Concerns about any member of the SVM Central Team, should be directed to the Chief Executive, Ranjit Samra, Stowe Valley Multi Academy Trust.

Concerns about the Chief Executive should be reported to the Chair of the Trust Board.

6. Staff Training

All staff will receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All staff will undertake training each September covering as a minimum:

- Signs and symptoms of abuse and neglect (including online safety)
- Local procedures for responding to concerns
- The school's behaviour policy
- Response to children that go missing in education

- Recognising and responding to concerns relating to Female Genital Mutilation.
- The staff code of conduct
- Allegations management
- Responding to child-on-child abuse.
- PREVENT
- Filtering and monitoring systems used at Oakley School

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, Children in Care, previously children in care, and young carers. Staff should also be made aware of risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, peer on peer abuse, sexual harassment and sexual violence in school, extremism, female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

The DSL (and Deputy) will attend training for newly appointed DSLs and refresher training every two years. That training will include up to date information about local safeguarding partnership inter-agency procedures.

In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

Safeguarding and child protection training will be provided to governors and trustees annually by the Director of Safeguarding.

7. Safer recruitment

Our school complies with the requirements of Keeping Children Safe in Education (DfE, 2025 and the Local Safeguarding Partnership (LSP) by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

- At least one member of each recruitment panel will have completed safer recruitment training.
- The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken.

The headteacher will ensure that relevant staff[4] are made aware of disqualification under the childcare act 2006 and their obligations to disclose relevant information.

Volunteers

All volunteers working within the school will be risk assessed and will undergo checks commensurate with their work, their contact with students and the supervision provided to them.

Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Third-Party Staff (Contractors)

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

Where the school directs a student to attend an Alternative Provision, we will seek written assurance from that provision, that the adults working with pupils have undergone the relevant safer recruitment checks.

Site security

Visitors to the school, including contractors, are asked to sign in and are given an ID badge, which confirms they have permission to be on site.

Parents who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to observe the school safeguarding and health and safety regulations.

[4] Relevant staff are those working in childcare or a management role because they are: working with reception age children at any time; or working with children older than reception until age eight, outside School hours.

The headteacher/DSL will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

School lettings

All lettings are managed by Oakley School/SVM. Oakley School/SVM ensures that all providers renting or hiring school facilities have appropriate arrangements in place to keep children safe.

When services are provided under the direct management of the school, Oakley School's safeguarding and child protection procedures apply. If this is not the case the school must seek assurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as required) and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. Providers will be asked to adhere to the requirements of Keeping Children Safe in Out of-School Settings DfE guidance.

Safeguarding arrangements must be included in any transfer of control agreement (such as letting or hire agreement). Failure to comply with this would lead to termination of the agreement.

The Single Central Record

Our Single Central record[5] covers the following people: all staff, including teacher trainees on salaried routes, agency, third-party supply staff who work at the school, volunteers and School Councillors.

Our Single Central Record is recorded in such a way that allows for details of each individual school to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors.

[5] Stowe Valley Multi Academy Trust maintains a record of pre-appointment checks carried out in each school within the MAT, referred to in the Regulations as the register and more commonly known as the 'single central record'. This also includes governors, members and trustees of the school trust.

8. Extended School and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements.

When extended activities are provided and managed by the school, our child protection policy and procedures are applicable.

If other organisations deliver services or activities on our premises, we will ensure that they have appropriate procedures in place, including rigorous recruitment procedures. This will involve verifying the existence of suitable safeguarding and child protection policies.

In cases where such arrangements are established, Oakley School will also facilitate effective communication and collaboration between the provider and our school on safeguarding matters.

Safeguarding requirements will be incorporated into the transfer of control agreements, and failure to comply will lead to termination. We will consult the guidance on "Keeping Children Safe in Out-of-School Settings" to outline the expected safeguarding arrangements for these providers.

Whenever our students participate in off-site activities, such as day trips, residential visits, or work-related activities, we will ensure that robust child protection measures are in place.

9. Teaching our students about safeguarding

At Oakley School students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Our students are taught how to keep safe through various curriculum maps such as Character and Culture and Jigsaw.

Students at Oakley School have weekly Character and Culture lessons (based on Jigsaw curriculum) which cover varying safeguarding topics so that students can learn about risks they may be exposed to and how to get help when they need it. They also cover the RSE and religious education component following the local SACRE curriculum. Topics studied include healthy relationships, sexual exploitation, E-safety, and child on child abuse. These are just three examples; however, the curriculum content is vast, and it is about education young people about what these topics are but also how young people can protect themselves against harm.

KCSiE 2025 topics are mapped with Character and Culture with many repeated and returned to as the students mature. These include:
Mental health
Substance abuse
Child on child abuse
Sexual violence including upskirting, among others.

Students also have regular assemblies which cover many key safeguarding messages and ensure all students know how to get help when they need it. Each year the school also holds a safeguarding awareness week and a mental health awareness week, again highlighting the core need to educate young people about the risks that surround them and how they can act protectively to keep themselves safe and access support .

The needs of the students are revised through CPOMs Local Authority Fingertip data analysis during the year together with Student Voice notifications, pupil voice activities and intelligence regarding external threats. Examples of this include increased harmful sexual behaviours work, vaping, and other nicotine products.

The Oakley School website and Student Voice link also allows students to track contextual risks, be signposted to support services, obtain advice, and flag support from the Safeguarding Team.

10. Educational Outcomes

The DSL will work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school. This includes:

- Keeping an updated register of the cohort of children who have, or have had, a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had, a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

11. Extra-familial harms (Contextual Safeguarding)

Leaders assess the risks and issues in the wider community when considering the well-being and safety of its students. As a school we do have contextual concerns similar to those faced by any other setting, such as sexual exploitation, online safety concerns or criminal exploitation. However, we have other unique community concerns that we also consider and ensure we address with our students.

Oakley School

Oakley school is based within a semi-rural community however this brings unique contextual safeguarding risks. Two of note that are unique to Oakley School are the fact that a large proportion of students arrive and leave via one entrance/exits on to a busy road. This means that our students must be educated thoroughly on road safety, given that for many students they are walking/cycling through rural villages and towns.

Oakley School is located near several large housing estates and major transport networks such as the M40.This means that our student may be more vulnerable to Child Criminal Exploitation. We work closely with local Youth Workers to allow our students to have safe space to access within their community. This allows school to build a bigger picture about our pupils lived experiences outside of school.

12. Police and Criminal Evidence Act (1984) – Code C

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a student about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned[6] before being questioned about an offence[7], or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.

2. a social worker of a local authority

3. failing these, some other responsible adult aged 18 or over who is not:

    a. a police officer;
    b. employed by the police;
    c. under the direction or control of the chief officer of a police force; or

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[6] The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

[7] A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance – PACE CODE C 2023

13. Child Protection Procedures

13.1 Children and Young People who may be particularly vulnerable

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

- disabled or who have special educational needs
- Young Carers
- Children who are LGBT (or perceived to be by their peers)
- Have a social worker or have previously had a social worker
- Child in care or previously in care
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- homeless
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- within the court system
- have a family member in prison
- at risk of criminal exploitation
- at risk of being drawn into extremism

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

13.2 Recognising abuse

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

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

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

Keeping Children Safe in Education (DfE, 2025) refers to four categories of abuse. These are

set out in Appendix 1 along with the indicators of abuse. All staff will be trained to know and understand the categories of abuse and the signs of indicators and how to report this without delay.

13.3 Records and safeguarding files

All safeguarding concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. If in doubt about recording requirements staff should discuss this with the DSL.

When a child has made a disclosure, the member of staff/volunteer should;
• record as soon as possible after the conversation, using CPOMs or seeing the DSL in person if the disclosure is serious and immediate
• record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
• Use a CPOMS body map to indicate the position of any injuries if relevant; and
• record verbatim statements and observations within records, rather than interpretations or assumptions.

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
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.

Records will include:
• a clear and comprehensive summary of the concern;
• details of how the concern was followed up and resolved; and
• **a note of any action taken, decisions reached and the outcome**.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them. We will hold records in line with the records retention schedule.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. The transfer will take place as soon as possible, and within 5 days for an in-year transfer and within 5 days of the start of a new term. Confirmation of receipt will be obtained. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

When receiving child protection files for new students, the DSL will ensure that key staff (such as the Head, SENCO) are aware, as required.

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 is in place to protect the personal information of individuals. It does not prohibit information about children being shared with specific authorities if it is for the purposes of safeguarding children and individuals at risk. Information that could be relevant to keeping a child safe should be shared so that informed decisions can be made about a child's welfare. We have a duty of care for our students and safeguarding is of upmost importance to us. GDPR does not 'trump' safeguarding. Processing safeguarding data is necessary for compliance with our legal obligation to which Oakley School is subject. Therefore, consent is not needed for the effective sharing of safeguarding information between Oakley School and relevant authorities.

Upon receipt of any request regarding direct access to school documentation on a Child Protection file, the Head and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

Any external individual or organisation contracted by the school to work with students must report any child protection incidents or disclosures from students to the Head or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with Oakley School's child protection and safeguarding policy

14. Specific Safeguarding and Child Protection Issues

14.1 Children with sexually harmful behaviour: Sexual Violence and Sexual harassment

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

Harmful sexual behaviour is most commonly identified in adolescent boys, but girls and younger children can also exhibit HSB.

In cases of 'sexting' we follow the guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Part 5. Keeping Children Safe in Education (2025) contained detailed information on supporting children who display harmful sexual behaviours.

Appendix 14 contains a list of support agencies available to support staff.

Sexualised Behaviour Children's sexual behaviour exists on a wide continuum (see Hackett Harmful Sexual Behaviour Continuum), ranging from normal and developmentally expected to inappropriate and problematic (problematic sexual behaviour) or abusive and violent (harmful sexual behaviour). Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. It can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual violence and sexual harassment are examples of harmful sexual behaviour and can occur between two or more children of any age and sex and may occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Oakley School adopts a zero-tolerance approach to sexual violence and sexual harassment. Staff will not dismiss incidents as "banter", "just having a laugh" or "part of growing up", as this could lead to a culture of unacceptable behaviour, an unsafe environment, or a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Staff are expected to challenge and report all forms of sexual violence and sexual harassment. All staff must adopt an attitude of "it could happen here" and understand that even if there are no reports in Oakley School, this does not mean it is not happening and may indicate that incidents are not being reported. All staff will receive training on harmful sexual behaviour, including sexual violence and sexual harassment.

Sexual Violence When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003, as described below:

• 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. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

• 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 (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment - Sexual Harassment may include:

• Sexual comments
• Sexual "jokes" or taunting
• Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes
• Displaying pictures, photos or drawings of a sexual nature
• Up skirting
• Online sexual harassment, which may include:
    - o Consensual and non-consensual sharing of nude and semi-nude images and/or videos
    - o Sharing unwanted explicit content
    - o Sexualised online bullying
    - o Unwanted sexual comments and messages, including, on social media
    - o Sexual exploitation; coercion and threats, and
    - o Coercing others in to sharing images of themselves of performing acts they're not comfortable with online

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, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

• The legal age of consent is 16, so long as both parties have the choice, freedom, and capacity to consent.
• Many young people will develop a healthy and developmentally appropriate interest in sexual relationships whilst they are still children, and some will do this before they reach the age of consent
• However, the law states that a child under-13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity (Section 5 Sexual Offences Act 2003).
• Any sexual intercourse without consent is a sexual offence.

• Children will be taught about consent through the safeguarding curriculum.
• All staff are expected to understand the meaning of consent.

Preventing Harmful Sexual Behaviour

Oakley School will adopt a whole school approach to safeguarding, creating a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment. All students will receive a preventative education programme that will help to create an environment in which all children are supportive and respectful of their peers when reports of sexual violence and sexual harassment are made. The DSL will work with local partner agencies, including police and social care, to ensure that they have a proactive understanding of local protocols for harmful sexual behaviour. The DSL and DDSLs will map out, and know how to access, local specialist support that is available to children who are victims or those displaying harmful sexual behaviour. The DSL will regularly analyse reports of harmful sexual behaviour, to identify and respond to emerging trends at the student or cohort level. This may involve working with relevant curriculum leads to respond proactively to emerging themes. The DSL will make use of a range of quantitative and qualitative student voice information to understand the lived realities of students within school.

Initial Response to Reports of Sexualised Behaviour

All incidents of sexualised behaviour should be reported and recorded in line with any safeguarding concern for a child, for which all staff are trained. When responding to a report of harmful sexual behaviour, staff will:

• Aim to have two members of staff present, including a DSL or DDSL, where behaviours are problematic, or harmful (violent or abusive);
• Reassure victims that they will be taken seriously, irrespective of whether the abuse has occurred inside or outside of school;
• Not promise confidentiality;
• Recognise that the initial disclosure may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
• Consider that certain children may face additional barriers to reporting;
• Listen carefully to the child, reflect back, using the child's language, be non-judgemental, be clear about boundaries and how the report will be progress and, not ask leading questions;
• Record the incident on CPOMS and notify the DSL or a DDSL. Records should include the facts as the child presents them and free from opinion;
• Have due regard for the **Screening Searching and Confiscation Guidance**, and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people, when responding to incidents involving online sexual abuse. Staff will not view or forward illegal images of children, under any circumstances. All DSLs and DDSLs will understand local referral processes to police and social care.

DSL or DDSL Response to Harmful Sexual Behaviour

When responding to a report of harmful sexual behaviour, DSLs and DDSLs will:
Take immediate action to safeguarding and protect the victim, the child displaying harmful sexual behaviour and any other children or staff who may be at risk. Triage the incident using

the Brook Traffic Light Tool (trained staff only), guided by the Hackett Continuum of Harmful Sexual Behaviour
• Inform the victim's parents or carers (unless doing so would place the victim at risk)
• Inform the parents of the child who is alleged to have displayed harmful sexual behaviour (in consultation with police, if necessary);
• Consider whether the report will be managed internally, via early support (e.g., for non-violent cases of harmful sexual behaviour), via referral to children's social care or to police, ensuring that the response is proportionate;
• Make a referral to children's social care if a child has suffered, or is at risk of suffering, significant harm or is in imminent danger;
• Report incidents of rape, sexual assault by penetration and sexual assault to the police;
• Balance the victim's wishes against their duty to protect the victim and other children;
• Offer appropriate specialist support for the victim and the child displaying harmful sexual behaviour;
• Do all they reasonably can to protect the anonymity and ongoing safety of all children involved;
• Complete a risk and needs assessment and/or a safety plan for all cases of sexual violence, taking in to account all victims, all children displaying harmful sexual behaviour, the time and location of the incident and any action required to make the location safer. Risk assessments will be recorded, kept under review at all times and shared with staff on a need-to-know basis in order to keep children safe.

In addition to the above, DSLs will record the incident on CPOMS. This DSL will maintain an understanding of intra-familial harms and any necessary support for siblings following incidents. DSLs and DDSLs will record the decisions and rationale on CPOMS. Where a DSL/DDSL makes a referral to police or social care against the victim's wishes, this will be handled carefully and sensitively, with adequate time given to explaining the decision and rationale to the victim. In cases which are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child who has made the allegation is in need of help and/or may have been abused by someone else. Where this is the case, consideration will be given to referring to children's social care.

Managing Police Involvement in Cases of Harmful Sexual Behaviour
When a report has been made to police, the DSL will:
• Consult with police and agree what information can be disclosed to staff and others, including the parents of the child who is alleged to have displayed harmful sexual behaviour, and how to protect the victim and their anonymity;
• Work closely with the police to ensure that any actions taken by school do not jeopardise the police investigation, but will not wait for an outcome before taking steps to protect all children involved and in the wider school community;
• Carefully consider the balance between managing risk and the rights of an unconvicted person, particularly when the police make use of bail conditions;
• Continue to offer support to the child who has allegedly displayed harmful sexual behaviour;
• Update the risk assessment in cases where the police find a child guilty of an offence, to ensure relevant protections are in place, and consider any other suitable actions

• Continue to support all children involved for as long as is necessary in cases where the police outcome is "no further action". The school will work with partner agencies to avoid prejudicing an investigation and/or subsequent prosecution by the action taken.

Ongoing Management and Support for Children

When safeguarding and supporting the victim, the DSL will:

• Empower the victim to retain as much control of the process as possible
• Enable the victim, if they wish, to continue their normal routine
• Explore and offer a range of internal and external specialist support, if required
• Ensure that staff are sensitive to the potential needs of the victim
• Avoid taking action to isolate the victim, in particularly from supportive peer groups, but work with victims to consider adaptations to the school timetable if this is in line with their wishes
• Provide all necessary support to the victim to remain in the school but support the wishes of the victim and their family if their preference is to consider alternative provision or alternative schools.

When safeguarding and supporting the child who has allegedly displayed harmful sexual behaviour, the DSL will:

• Seek to identify and respond to any unmet needs
• Consider and manage any risks posed to other children
• Support the child to prevent re-offending and address ay underlying trauma that may be causing their behaviour
• Implement a comprehensive safeguarding management plan to support the child to have continued access to education. This may involve working with other schools or providers of alternative provision.

Monitoring Harmful Sexual Behaviour, The DSL, alongside the Director of Safeguarding, will conduct regular reviews of all incidents of harmful sexual behaviour, to ensure that incidents have been recorded and responded to correctly, and that all children have received appropriate support.

How can students report incidents of HSB/SVSH?

Students can report concerns of sexual behaviours/SVSH directly to any member of staff, through the Student Voice platform or on an incident form. All concerns will be recorded on CPOMs and responded to correctly.

Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum.

The Department for Education have published an update to this policy to be read alongside KCSiE 2025.

This document contains information on what schools **should** do and sets out the legal duties with which schools **must** comply with when teaching relationships education, relationships and sex education (RSE) and health education.

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and disabilities and other vulnerabilities). This programme will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour' - based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

More information can be found in Para 128 of KCSIE 2025 and schools relationships, education, relationships and Sex Education (RSE) and Health Education policy.

14.2 Children absent from education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Absence can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when students are not at school. This means we need to have a least two up to date contact numbers for parents/carers.

Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2025) and Working together to improve school attendance (2024) leaders have ensured that:

1. Staff understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for students who go missing from education or are absent from education are in place.

3. Staff know that travelling to conflict zones could be an indicator of FGM and forced marriage.
4. Procedures are in place to ensure that we always inform the local authority when we plan to take students off-roll or when they:
5. leave the school to be home educated
6. move away from the school location
7. remain medically unfit beyond compulsory school age
8. are in custody for four months or more (and will not return to school afterwards); or are permanently excluded

We will ensure that students who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a student leaves, we will record the Mike Few of the student's new School and their expected start date.

Staff will monitor unauthorised absence and take appropriate action including notifying the Local Authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

All staff should be aware that children being absent from education for prolonged periods of time and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. This may include abuse and neglect, which may include child sexual and child criminal exploitation – particularly county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child becoming persistently absent or becoming a child missing in the future. Staff should be aware of our school attendance policy, which provides details on the procedures for addressing persistent and severe absence from school.

14.3 Children not collected from school

On rare occasions, instances occur where children of school age are left uncollected for considerable lengths of time. Oakley School will respond sensitively, yet consistently, to ensure the safety and welfare of all children. On admission to a school, parents/carers should provide accurate information about who holds parental responsibility for their children i.e. names, addresses and telephone numbers, names and telephone numbers of at least two emergency contact persons and any information if anyone other than the parent/carer is to collect a child from school. As specified in the Home School Agreement, parents/carers must provide updated contact details when these are changed. Schools will ensure that parents are provided with information about the times of the school day and the expectation regarding the delivery and collection of children, where appropriate. If a child is not collected from school 15 minutes after the end of the school day, staff will telephone (if possible) the parents/carers. If there is no response, staff will attempt to contact those persons identified as emergency contacts and notify the Headteacher/DSL. If, after 30 minutes, it has not been possible to contact parents/carers or emergency contacts, consideration should be given to notifying the police. The Headteacher/DSL may also contact Family Connect, if appropriate

14.4 Child on child abuse

Oakley School recognises that students may become victims of abuse from other students.

This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.

Staff will report instances of child-on-child abuse, sexual violence and harassment through the normal safeguarding concern process and recognise that support must be provided to both the alleged victim and abuser.

Staff may initially report some instances between students on their school behaviour record system, such as a physical altercation between two students, and follow their school behaviour policy, however if this is reviewed and the incident is deemed one that constitutes child on child abuse, it will be placed on the schools child protection online management system (CPOMs) and reviewed by the school DSL for action to be taken.

All staff will be aware that children can abuse other children (often referred to as child-on-child abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which 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;
- sexting (also known as youth produced sexual imagery or 'nudes'); and
- initiation/hazing type violence and rituals

Where we receive a report of child-on-child abuse, we will follow the principles as set out in part 5 of Keeping Children Safe in Education (2025) and of those outlined within the school safeguarding and child Protection Policy or the school behaviour policy where appropriate.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a 'cry for help'.

In such circumstances, the DSL will consider if a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious leaders will consider whether any disciplinary action is appropriate against the individual who made it as per the school's behaviour policy.

All staff will listen to and work with the young person, parents/carers and any multi-agency

partner required to ensure the safety and security of that young person.

- Statements will be sought from both the alleged victim and the alleged perpetrator, and the school will do everything possible within the new context to establish the most truthful version of events.
- Unless there is a very strong reason not to engage parents, they will be contacted and the situation explained.
- Support will be offered to both the alleged victim and the alleged perpetrator and consequences will be considered where appropriate in line with the behaviour policy.
- Where appropriate we will seek to support the students in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.
- The process and outcomes will be recorded on CPOMs or on Student Incident Forms if the incident was originally or subsequently dealt with as a behavioural incident.
- Appropriate timely referrals will be made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process, such as school behavioural leads.
- The incident will not be closed until both students agree that they are happy with the outcome. Until then, staff will continue to address the students' concerns as far as possible and work towards a resolution to address their concerns. We will agree with the students how often they feel able to review the situation but no longer than monthly.
- Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek student voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.

How can children report incidents of child on child about at (Oakley School)

Students can report concerns of sexual behaviours/SVSH directly to any member of staff, through the Student Voice platform or on an incident form. All concerns will be recorded on CPOMs and responded to correctly.

14.5 Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them, or for crimes they have witnessed. The families of children may also be subject to child arrangements processes through the family court system.

We recognise that both circumstances may be stressful for children and appropriate support will be provided in line with local and national guidance.

14.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Oakley School recognises that both boys and girls can be victims of criminal exploitation, and that as children involved in criminal exploitation often commit

crimes themselves, their vulnerability as victims is not always recognised. Oakley School will adopt a child-centered approach when responding to any concerns relating to child criminal exploitation and will always consider child criminal exploitation when responding to reports of suspected offending by students.

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

School Mike Few will raise awareness of CSE and CCE when appropriate through the safeguarding curriculum, guided by the age and stage of children and safeguarding priorities within the local area. Oakley School recognises that some children may not realise they are being exploited and may believe that they are in a genuine, romantic relationship. Oakley School will be particularly mindful of this when responding to reports involving 16- and 17-year-olds who, whilst above the legal age of consent, may have been coerced into engaging in sexual activity. Oakley School will follow procedures outlined by the LA when responding to concerns about child exploitation. This will include making use of available screening tools to identify and respond to potential risks**.**

We include the risks of sexual exploitation in the PSHE and RSE curriculum.

14.7 Honour-Based Abuse

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

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

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

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

Breast ironing or flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of known cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware.

Breast ironing is a form of physical abuse. Staff or volunteers worried about the risk of breast ironing should report their concerns to the DSL immediately, who will make a referral to the Front Door.
If staff or volunteers are concerned that a student is in immediate danger, they should contact the police immediately by calling 999.

14.8 Female Genital Mutilation (FGM)

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

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

Teachers have a mandatory duty to personally report to the police cases where they discover that an act of FGM appears to have been carried out. This should be done with the support of the DSL so that wider concerns for the child or young person are also considered. This will also enable leaders to support the staff member through this process.

14.9 Radicalisation and Extremism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

The Prevent Duty Guidance requires school to:
a) Assess the local risk of extremism – School should assess the risk of children being drawn into terrorism. This assessment should be carried out alongside key partners of the school, based on the local environment and informed by the Counter Terrorism Local Profile. The risk assessment will inform the school's strategic approach to the prevention of radicalisation and extremism, including training and online filtering and monitoring.
b) Work in partnership – Oakley School will ensure that they follow the policies and procedures of the local safeguarding partnership. Staff will work closely with the police and local Prevent co-ordinator.
c) Train Staff – all staff will complete Prevent training annually. This will ensure that staff have the confidence to identify children suspensible to and at risk, to extremist ideas and should know where and how to refer children and for further help. DSLs will also complete training on the Channel process.
d) Implement ICT Policies – Oakley School will take steps to protect children online by ensuring appropriate levels of filtering and monitoring.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

We are committed to ensuring that our students are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online, so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

School staff receive training to help to identify signs of extremism.

Opportunities are provided through the curriculum to enable students to discuss issues of religion, ethnicity and culture and leaders follow the DfE advice *Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools* (2014).

14.10 Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer, or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.

Where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this with the DSL and the School should notify the Local Authority of the circumstances.

14.11 Child in Care (and previously Child in Care)

The most common reason for children becoming looked after is as a result of abuse or neglect. Leaders ensure that staff have the necessary skills and understanding to keep children in care safe. Appropriate staff have information about individual children's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

The designated teacher for Children in Care and the DSL have details of the child's social worker and the Mike Few and contact details of the Local Authority's virtual head for children in care.

The designated teacher for Children in Care and previously Child in Care is **Mike Few.** Mike Few is a qualified teacher.

14.12 Work experience

We have detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervise students on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2025).

14.13 Children staying with host families

Leaders may make arrangements for students to stay with a host family during a foreign exchange trip or sports tour. Some overseas students may reside with host families during term time, and we will work with the Local Authority to check that such arrangements are safe and suitable. In such circumstances, we follow the guidance in Annex E of Keeping Children Safe in Education (2025) to ensure that hosting arrangements are as safe as possible.

14.14 Children with family members in prison

Children who have family members that are sent to prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We recognise that these children may need support. Support will be provided in line with guidance from the National Information Centre on Children of Offenders and local agencies

14.15 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. Domestic abuse can also include child/adolescent to parent violence. Students will be encouraged to report incidents of domestic abuse, by raising awareness of healthy relationships through the curriculum and regularly reminding students of sources of help and support available. Staff will also be mindful that the behavioural response of children who witness domestic abuse may include acting out, withdrawal or anxiousness to please. They may exhibit signs of anxiety, or may use violence,

aggression, or self-injury to express themselves.

Any concerns relating to domestic abuse will be logged on CPOMS immediately.
Oakley School will engage with Operation Encompass, a scheme run by the police, through which school is notified of incidents of domestic abuse. Upon receipt of this information, DSLs will ensure that students are closely monitored, and support is put in place, where appropriate.

14.16 Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare.

In most cases, staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

The DSL will be able to support students facing homelessness in supporting and signposting through appropriate agencies and support networks within the locality.

14.17 Children with a Social Worker

At Oakley School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support students who have a social worker.

Oakley School closely monitors students with Social Workers not only through CPOMs analysis and additional pastoral support but through attendance and a red list of students on Bromcom. These children are provided with additional mentoring when needed.

14.18 Children and online safety

Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. This includes meeting the DfE's Filtering and Monitoring and Digital and technology standards, including the use of Generative artificial intelligence (AI) in education in cyber security. Accordingly, the Online safety policy and associated acceptable use policies are writing in line with these standards, in addition to KCSIE 2025, 'Teaching Online Safety in Schools' 2019, statutory RSHE Guidance and other relevant statutory and non-statutory guidance. Technology, and the risk and harms associated with it, evolves and change rapidly. The school will carry out an annual review of their approach to online safety measures. The Online Safety Lead will work with relevant curriculum leads to ensure that online safety is embedded within the curriculum. This will include ensuring that the curriculum is inclusive and accessible and reflects the heightened vulnerability of some students online (e.g., students with SEND).

The school has a duty to ensure staff and students understand the ever evolving (age and developmentally appropriate) issues and vocabulary associated with online safety. These can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Our school makes use of filtering and monitoring to block inappropriate content and monitor student internet on school-owned devices, or any other student device accessing the school network. Monitoring includes an element of external, human moderation. Concerns are logged directly on to CPOMs and brought to the attention of the DSL. Monitoring does not apply when students access the internet via their own devices and via 3G, 4G and 5G. The school will teach students about the acceptable use of technology, recognising online risk and ways to stay safe online, including when using personal devices. The school will encourage students to report any incidents relating to harmful content, conduct or contact. Where such incidents are caused by the behaviour of another student, the school behaviour policy will be applied. Oakley School will take all reasonable action to limit children's exposure to online risks from when accessing the school ICT system. This includes ensuring that school has appropriate filtering and monitoring systems in place (which are compliant with the DfE's filtering and monitoring standards, the Prevent Duty and the cybersecurity resilience. The school ensures that filtering and monitoring effectiveness is monitored and reviewed regularly in line with Para. 142 of KCSIE 2025.

This will include considering the number and age range of children, those who are potentially at greater risk of harm and how often they access the ICT, along with the proportionality of costs versus safeguarding risks. The appropriateness of filtering and monitoring systems is

managed by school, including risk assessments for individuals where necessary. Where a safeguarding concern for a student relates to online safety, usual safeguarding procedures in relation to responding, recording and reporting will apply. This may lead to the provision of school-based interventions, early help, or referral to the police or family connect.

Filtering and Monitoring

Filtering and monitoring systems are essential to ensure the safeguarding and welfare of children at Oakley School. We have a responsibility to take all reasonable measures to minimise pupils' exposure to risks associated with the institution's IT system.

In our school, we use the following system for filtering and monitoring internet use: Smoothwall monitor and Smoothwall radar.

At Oakley School, we recognize the importance of clear roles and responsibilities in managing filtering and monitoring systems. Therefore, we ensure that specific roles are identified and assigned to oversee these systems within our institution. **The School Online Safety lead is Mike Few**.

Regular Review of Provision:

To maintain the effectiveness of our filtering and monitoring systems, we are committed to conducting at least annual reviews. These reviews allow us to assess the performance and suitability of our current provision and make necessary adjustments to ensure the continued protection of our students.

Blocking of Harmful and Inappropriate Content:

We prioritise the safety of our students by implementing measures to effectively block access to harmful and inappropriate content. It is our goal to strike a balance between maintaining a secure online environment and minimizing any disruptions to teaching and learning activities.

Effective Monitoring Strategies:

To proactively address potential risks and threats, we establish monitoring strategies that align with our safeguarding needs. These strategies will enable us to promptly identify and respond to any concerning online activities or content.

14.19 Online safety away from the school

Online teaching should follow the same principles as set out in the MAT code of conduct.

Oakley School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms;

and the background should be blurred.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held.

All colleagues that interact with children, including online, must continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the safeguarding and child protection policy and where appropriate referrals will continue to be made to children's social care and as required the police.

15 Taking action

Any child, in any family in any school, could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

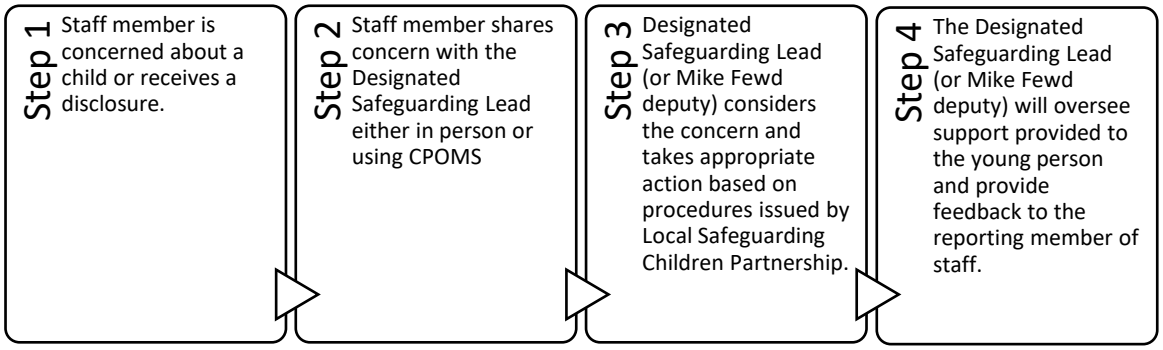
Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary, call 999;
- report your concern as soon as possible to the DSL, definitely by 4pm on the day of the concern;
- do not start your investigation;
- complete a record of concern in writing (to the DSL) via CPOMs
- seek support for yourself if you are distressed.

Any verbal conversations around safeguarding should be recorded in writing and shared with the DSL.

Staff should be familiar with *'What to do if you're worried a child is being abused'* as it contains excellent examples of the different types of safeguarding issues.

Whilst a full flowchart for responding to concerns or disclosures can be found in Appendix 2. This step-by-step process should be used as a quick reference guide.



If the DSL is not available, staff should speak to a member of the Senior Leadership Team and/or take advice from local children's social care [8](KCSIE, 2025).

Staff can always seek advice and guidance from the SVM Director of Safeguarding, if they are unable to contact the Designated Safeguarding Lead, a Deputy, or a member of the Senior Leadership Team.

If you are concerned about a student's welfare

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

[8] Contact details available in section 3.

Staff should use CPOMS to record these early concerns. If the student does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff has concerns, they should alert the DSL to their concern.

CPOMS is the single point of recording concerns. Once staff record a concern on CPOMS, it will automatically alert the Designated Safeguarding Lead that a concern form has been raised. Staff must record their concerns on CPOMS as soon as possible but always by 4pm on the day of the concern.

If a student discloses to you

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

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the student know that to help them they must pass the information on to the DSL. The point at which they tell the student this is a matter for professional judgement. During their conversations with the students', staff will:

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

Notifying parents

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

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

Referral to children's social care

The DSL, or deputies as appropriate, will make a referral to children's social care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made unless to do so would increase the risk to the child.

In the above circumstance, contact should be made with family connect on 01926 414144 and/or the police (in an emergency on 999 or on 101) Emergency Out of Hours Social Work Service Tel. 01926 886922.

Professionals can consult with a children's Social Worker in the Local Authority if they are unsure whether a Social Work Assessment is necessary and this can be done directly to the Locality Children's Team but if a referral is to be made, this should be done through the MASH.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

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

- the situation is an emergency and the designated safeguarding lead, their deputy, senior leaders, the Headteacher and the Trust Safeguarding Team are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety
- for any other reason, they make a judgement that direct referral is in the best interests of the child.

Escalating concerns

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL;
- staff not being satisfied with the decision of the DSL or headteacher;
- staff aware that a colleague has not passed on a concern;
- external agencies not accepting a referral from a School when it is felt one is needed;
- staff not aware of what has happened to their concern because of a lack of feedback.

Staff must not close down a concern because they feel "stuck" or "they can't do any more". It is important to escalate concerns to DSLs, headteacher, other senior staff or if necessary, to the SVM Director of Safeguarding, Samantha Godfrey.

If there are concerns about the work of an external agency staff the will follow the escalation steps outlined in the locally agreed procedures documents.

The important principle is not to allow a concern to be "closed down" without it having received the necessary attention, assessment and resolution.

Warwickshire MASA (Multi Agency Safeguarding Arrangements)

The purpose of Multi Agency Safeguarding Arrangements is to ensure that organisations and agencies are clear about how they will work together to safeguard children at a local level. This is newly established in the Warwickshire Safeguarding Children Partnership.

The Service Manager for the Warwickshire Safeguarding Children Partnership is Ramandeep Sandhu - **ramandeepsandhu@warwickshire.gov.uk**.
The partnership will be multi-agency led with Children's Service, Health, Police and Education to ensure clear leadership, accountability, and coordination among partners. There will be a **Lead Safeguarding Partner** (setting the strategic vision and priorities) and **Delegated Safeguarding Partner** (operational delivery of the priorities) representatives for each of the four agencies.
The Warwickshire Safeguarding Children Partnership brings together the three statutory safeguarding partner agencies —Warwickshire County Council, Warwickshire Police, the Coventry and Warwickshire Integrated Care Board, as well as introducing Education as a fourth safeguarding partner.

As stated in Working Together 2023, Strong, joined-up leadership and clear accountability is critical to effective multi-agency safeguarding, bringing together the various organisations and agencies. In the newly established partnership. It is important that the head of each safeguarding partner agency plays an active role in these arrangements. These are known as the **Lead Safeguarding Partners** (LSP), and they will work together to:

- Set the strategic plan and priorities for the safeguarding arrangements
- Have joint and equal responsibility for safeguarding children and young people
- Speak with authority on behalf of their agency
- take decisions on behalf of their organisation or agency and commit them on policy, resourcing, and practice matters
- hold their own organisation or agency to account on how effectively they participate and implement the local arrangements
- Act as a team to protect Warwickshire children and young people

The Warwickshire LSPs are:

- **Local Authority**: Monica Fogarty, Chief Exec, Warwickshire County Council
- **Police**: Alex Franklin-Smith, Chief Constable, Warwickshire Police
- **Health**: Philip Johns, Chief Executive, Coventry & Warwickshire Integrated Care Board
- **Education**: Sam Godfrey, Director of Safeguarding, Stowe Valley Academy Trust
- **Education**: Peter Hawkins, Assistant Headteacher, St Paul's Primary School

LSPs are responsible for delegating functions to the four identified Delegated Safeguarding Partners (DSPs) who will work together to:

- Implement operational delivery of the strategic vision set out by the LSPs
- Show leadership in delivering the multi-agency safeguarding arrangements
- Provide evidence about the quality/performance of multi-agency practices including support and challenge from the Independent Scrutineer
- Identify and anticipate new challenges and escalate issues at the earliest opportunity
- Act as a team

The Warwickshire DSPs are:

- **Local Authority**: Nigel Minns, Exec Director for C&YP, Warwickshire County Council
- **Police**: Charlie Naughton, Detective Superintendent, Warwickshire Police
- **Health**: Ellie Monkhouse, Chief Nursing Officer, Coventry & Warwickshire Integrated Care Board
- **Education**: Johnny Kyriacou, Director of Education Services, Warwickshire County Council

Stowe Valley Multi Academy trust is committed to working closely with the local safeguarding partners and the MASA to ensure the safety and wellbeing of our students, as well as all children within our community.

16 Confidentiality and sharing information

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

Staff should only discuss concerns with the DSL (or Deputy in their absence). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders failed to act upon concerns raised by staff, Keeping Children Safe in Education (2025) emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the GDPR and Data Protection Act 2018.

Information sharing is guided by the following principle - information is:

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

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

Child protection information will be stored within CPOMS, separately from the student's file.

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

Child protection records are normally exempt from the disclosure provisions of the Data

Protection Act, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the headteacher to consider in line with the Trust Data Governance Policies.

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

'*The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.' (Keeping Children Safe in Education, 2025)*

'This includes allowing practitioners to share information without consent' (Keeping Children Safe in Education, 2025)

17 Early Support

Early support and vulnerable children (note this process is known nationally as Early help, but in Warwickshire is referred to as Early Support)

All staff should be prepared to identify children who may benefit from early support. Early support means providing support as soon as a problem emerges at any point in a child's life. If Early support is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an interagency assessment as appropriate. Staff may be required to support, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Timelines of interventions will be monitored and reviewed.

All staff will be made aware of the Early Support process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL or DDSL any ongoing/escalating concerns so that consideration can be given to a referral to children's social care if the child's situation does not appear to be improving. We recognise that any child can be the victim of abuse and may benefit from early help. However, we will be particularly vigilant to potential need for early help if a child;

- 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 (EHCP);
- 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 or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, 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 drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and

The DSL will maintain a list of students who the school has identified to be at potential risk, including those with a social worker, and ensure that relevant staff are aware and that these students are

monitored closely and supported to achieve the best possible outcomes. This will include children in care (looked after children, or previously looked after children), or those who have special educational needs or disabilities.

18 Whistleblowing

If the options above have been explored fully and the concern still isn't being handled effectively and is therefore placing the child or young person at risk, you must continue to escalate your concerns by contacting the SVM Director of Safeguarding or by contacting the NSPCC Whistleblowing Advice Line on 0800 028 0285.

19 Children's Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Safeguarding teams will work closely with appropriately trained professionals to support young people and will never attempt to make a diagnosis of a mental health problem.

Oakley School recognises, however, that staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, reporting the concern on CPOMS and speaking to the Designated Safeguarding Lead or a deputy.

Staff should be aware of the document: 'Mental Health and Behaviour in Schools'. Also, Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*.

The DfE's guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

This can include, for example, being fearful or withdrawn; aggressive or oppositional; or excessive 'clinginess'. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem.

Support for students and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

We will refer to the government's guidance and seek support from local partners to help us identify students who might benefit from additional support and to put this in place.

Appendix 1 – Four categories of abuse

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, 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 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.

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any

degree of certainty.

For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

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

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

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

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

Appendix 2 – Concerns Flowchart

Sharing/Recording Concerns
An individual with concerns about a student shares these concerns with the Designated Safeguarding Lead (DSL) or Deputy DSL.

Consideration

The Designated Safeguarding Lead (or Mike Fewd deputy) considers the concern and take appropriate action based on procedures issued by Local Safeguarding Children Partnership.

Decision

Referral to Children's Social Care (MASH/Integrated Front Door)

The DSL or Deputy DSL or other Mike Fewd, and qualified person should make a referral to Children's Social Care.

No Referral to Children's Social Care

The DSL or Deputy DSL or other Mike Fewd, and qualified person should make a referral to Children's Social Care.

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

URGENT and Serious concerns

If a situation is URGENT and SERIOUS and the DSL/Deputy DSL cannot be contacted, immediately contact a member of the SLT to ensure the relevant agency is contacted without delay

Appendix 3 – SVSH and HSB-related support agencies

The following agencies provide support to students:

- **CEOP's** Thinkuknow gives advice for parents, as well as children and young people of different ages, on staying safe online. Thinkuknow have created short videos to help parents understand why children 'sext', how to talk to them about it and what to do if their child is affected.

- Internetmatters.org work to help parents keep their children safe online. They provide free advice on online issues affecting children, including sexting and grooming.

- The UK Safer Internet Centre gives advice and resources for parents and professionals on online safety. Their website has links to games and quizzes for primary and secondary aged children that encourages them to be safe online.

- **O2 and NSPCC** Help Line: 0808 8005002

- **Zipit app**: This app provides children with alternative images to send in response to a request for explicit images.

The following agencies are available to support Designated Safeguarding Leads in managing concerns:

  - Childline
  - Internet Watch Foundation
  - the Child Exploitation and Online Protection Centre (CEOP)