



## Child Protection and Safeguarding Children – POLICY & GUIDANCE

This policy is available on the website but will be made available to parents on request.

This policy is written in line with guidance given in *Keeping Children Safe in Education* (September 2018) (KCSIE) including Annex A for school leaders and those working directly with Children, *Prevent Duty* (June 2015), *Working Together to Safeguard Children* (2018) (WT), *What to do if you're worried a child is being abused* (2015), and the local safeguarding children's board (LSCB).

### INTRODUCTION

A major aim of the school is to provide an environment in which students are safe and secure and can be supported in their physical and emotional needs.

The purpose of this policy is to inform those who work closely with children and their families as to the most common signs of child abuse and to prescribe the procedures that must be followed to protect the child. All staff will be given appropriate training.

As a school all staff need to be alert to the signs of abuse but also need to be aware of their duty to ensure the health and welfare of the children within the school. This policy should be read in conjunction with the schools Pastoral care policy.

The school recognizes its legal duty to work with the local authority, Rutland Children and Young People's Services, social care, health services and the police in protecting and safeguarding children from harm and responding promptly and positively towards actual and alleged child abuse.

### AIMS

- To protect and safeguard all children by outlining clear procedures and ensuring that all staff members feel confident and are clear about their responsibilities.
- To help staff to differentiate between safeguarding children and those children who need additional support from outside agencies, i.e. Early Help Support and Children's Social Care.
- To provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. In doing so, it is hoped that the pupils will feel confident that they can confide in staff on issues of neglect, abuse and deprivation.
- To ensure that the school follows safe recruitment procedures in the appointment of all new staff.
- To work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require cases to be referred to other outside agencies, without parental consent, as a constructive and helpful measure.
- To contribute to an inter-agency approach to safeguarding children by developing effective and supportive liaison with other agencies and schools.

Adults looking after children and young people must be aware of the risk of abuse by both adults and other young people. Child abuse can occur in all walks of life and Oakham School is not immune. Adults in charge of, or in contact with children or young people should know what to do if they suspect abuse or are told of abuse.

- ALWAYS stop and listen straightaway to a student who wants to tell you about incidents or suspicions of abuse. A voluntary disclosure from a student is nearly always of significance and MUST be reported as a matter of priority to the school's designated safeguarding leads (DSL)



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- **You must not give a child a guarantee of confidentiality.** Explain that you will have to report the matter to those who need to know, but reassure the pupil that only those needing to know will be informed.
- If you need to, write brief notes of what the young person is telling you while he/she is speaking and keep original notes, however rough they are. You must make a written record of the conversation. It is important that what you record is as factually accurate as possible and reports faithfully what the pupil discloses. The pupil's own words must be recorded not your version of them. Do not embellish or speculate. All notes must be **signed, dated and timed**.
- Don't ask **leading** questions such as, *did he/she do X to you?* Keep your questions open (*is there anything else you want to tell me?*) and don't interrogate. Neither you nor the DSL is qualified to investigate allegations of abuse and leading questions may well compromise possible criminal procedures.
- IMMEDIATELY tell the Senior DSL or deputies and pass on your notes, including rough notes made at the time of disclosure, as soon as possible. The DSL will need to refer the matter to Children and Young Peoples Services (and possibly the Police) within 24 hours. If you use e mail, please don't give the child's name, but say you need to talk urgently.
- Make sure you **look after the child** – you can take them to the Medical Centre or back to house if there is an appropriate adult there.
- Anyone can make a referral. If at any point there is a risk of immediate serious harm to a child, a referral should be made to the children's social care immediately or if a crime has been committed, the police are to be contacted directly. A direct referral may be made at any time should a child be in need of help or be the focus of concern.  
If a child makes an allegation of abuse against any member of the Oakham staff, teaching or non-teaching or volunteer within the school the adult who has received the allegation must inform the Headmaster or the Chair of Trustees should the Head not be available. If the allegation is against the Headmaster then the Chairman of Trustees, Professor Neil Gorman, must be informed straightaway. ([ng@oakham.rutland.sch.uk](mailto:ng@oakham.rutland.sch.uk))

**(All contact numbers are detailed later in this policy)**

## **OBJECTIVES**

These objectives relate to the aims of this Child Protection and Safeguarding Children Policy.

### **Staff Education**

- In line with Leicester and Rutland locally agreed procedures, the school provides child protection expertise that is up to date. Volunteers and temporary staff are briefed on the schools child protection and safeguarding policy and given an information sheet to help them. There is child protection training regularly for the Head teacher and all staff every three years. The senior DSL and the deputy DSLs receive interagency training every two years to ensure that their skills and expertise is up to date.
- Training focuses on the recognition of the symptoms of child abuse, the signs, the procedures and case studies.

- All teaching and support staff undergo training in child protection during their initial induction programme. Every member of the teaching staff is made aware of this policy and it is available to them on the school intranet. An information sheet which tells them what to do if a child makes a disclosure to them or they have any suspicions of abuse is also given to them. Volunteers are made aware of the child protection policy and the school's procedures should a disclosure be made.
- All staff are briefed at least annually of any updates. This will be delivered either in staff meetings or by email.
- During Induction training all staff and volunteers are given and asked to read and understand KCSIE part 1 plus Annex A for school leaders and those working directly with Children.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707688/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_Part\\_1\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf)
- All staff must be aware and understand of the school's Code of Conduct policy. (Appendix 5)
- All staff must ensure they have read and understood the appropriate child protection policy and that they accept their duty:
  - To be familiar with this policy
  - To implement this policy and co-operate with the school management in protecting and safeguarding children
  - To acknowledge that they have read and understood this policy
- Staff must recognise that the school has a responsibility to check their understanding of this policy.

### **Pupil Education**

- Pupils follow a full PSHE programme.
- We try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- We provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- We use the School's curriculum to raise pupils' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Staff treat the children with respect and all pupils are expected to treat each other and staff with respect.
- We look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
- We try to impress on pupils the importance of rejecting violence as a means of resolving conflict.
- We regularly review and evaluate our school policies and practices of social control and behaviour modification.
- We give pupils opportunities to understand, and strategies for coping with stress.
- We include in the PSHE programme information on personal and internet safety
- Senior pupils (House Prefects, the Decem) are given posts of responsibility that give them a pastoral role and they are briefed on the appropriate action to take if they receive information pertaining to child protection issues or of a more general pastoral nature.

### **Recruitment**

The school operates safe recruitment procedures in line with ISSR regulations.

Staff who are responsible for recruitment have received safer recruitment training. Details about recruitment are made clear in a separate Recruitment & Selection Policy

### **Records**

- The school keeps records in a secure location and maintains sound policies on confidentiality. These records are kept indefinitely in line with the LSCB guidelines, however records over 35 years old will be reviewed for relevance.
- We provide information to other professionals as required, submitting reports to case conferences and attending case conferences where required to do so.
- We write to all feeder schools requesting any relevant information.

### **Other Agencies**

- We employ the safeguarding and protecting procedures and systems of the Local Safeguarding Children's Board (LSCB).

### **Trips**

- When on school trips pupils are appropriately supervised by Oakham school staff. Should they be with staff employed by another organisation unsupervised, assurance is obtained by the school that appropriate child protection checks have taken place.
- Every endeavour will be made to ensure that Oakham pupils staying with host families are safe. Staff arranging this will follow the "Visiting Group Guidance Protocol" (Appendix 2). When trips are not UK based, host families will be checked as far as possible according to the protocol (as detailed in the Trips policy)

### **Review of Procedures**

- A review of policy and procedures contained in this policy is conducted termly, and annually at the policy review meeting in October. This review is conducted by the Chair of trustees and trustee body who are then responsible for signing it off as correct. Should changes within the policy be required more frequently than this then the chair of trustees and safeguarding governor will be informed and the changes brought to their attention.

## **Guidance for staff in identifying abuse in children**

### **THE NATURE OF ABUSE**

Abuse and neglect is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Safeguarding issues are rarely stand-alone events and in most cases issues will overlap with one another.

Abuse can be categorised into four distinct types, i.e.

- Physical abuse
- Sexual abuse
- Emotional/Psychological abuse
- Neglect

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately.

With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately recorded.

The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation.

Abuse can take place wholly online or technology maybe used to facilitate offline abuse.

A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical intervention will be required to consider the causes.

Each of the four categories will now be explored in more detail.

### **Physical Abuse:**

This is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Typical signs are:

*Bruises and abrasions* – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently.

*Slap marks* – these may be visible on cheeks or buttocks.

*Twin bruises on either side of the mouth or cheeks* – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.

*Bruising on either sides of the ear* – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.

*Grip marks on arms or trunk* – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

*Black eyes* – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.

*Damage to the mouth* e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

*Bite marks*

*Fractures* – especially in children under the age of 2.

*Poisoning and other drug misuse* – e.g. overuse of sedatives.

*Burns and/or scalds* – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always a cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

### **Sexual Abuse:**

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

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

This may include:

- being forced to take part in or watch any sexual activity against his/her will.
- inappropriate or unnecessary physical contact.
- suggestive comments or innuendo.
- exposure to pornography.
- voyeurism or exhibitionism.
- internet grooming
- female genital mutilation
- child sexual exploitation

Typical signs are:

- a detailed sexual knowledge, which is inappropriate to the age of the child.
- behaviour that is excessively affectionate or sexual towards other children or adults.
- lack of trust in adults (particularly any marked fear of men).
- a fear of medical examinations.
- a fear of being alone – this applies to friends, families, neighbours, baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- excessive masturbation, especially worrying when it takes place in public.
- promiscuity.
- unusually explicit or detailed sex play in younger children.
- sexual approaches or assaults – on other children or adults.
- pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- discomfort or pain particularly in the genital areas.
- drawing pornographic or sexually explicit images.

Attempts to inform by making a disclosure about sexual abuse often begin by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.

### ***Emotional Abuse:***

This is 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 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.

This may include:

- persistent lack of love and affection for children.
- being constantly shouted at
- being threatened or taunted.
- not giving the child opportunities to express their views.
- preventing the child from participating in normal social interaction.

All abuse involves some emotional ill treatment – this category should be used where it is the main or sole form of abuse.

It may involve seeing or hearing the ill treatment of another, ie Domestic Violence

It may involve serious bullying, including cyber bullying.

### ***Neglect:***

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

This may include:

- exposure to any kind of danger, including cold and starvation which results in serious impairment of the child's health or development, including failure to thrive.
- lack of medical attention.
- young children being left alone unsupervised.
- Persistent stomach-aches, feeling unwell and apparent anorexia can be associated with physical neglect.

Typical signs of physical neglect are:

*Underweight* – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or stealing with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

*Inadequately clad* – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Physical neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect. Much parenting falls short of the ideal, but it may be appropriate to invoke safeguarding procedures in the case of neglect where the child's development is being adversely affected.

### **Grave Concern/at risk:**

This is not a separate category of child abuse as such, but covers a number of situations where a child may be at risk. It includes children whose situations do not currently fit the above categories, but where social and medical assessments indicate that they are at significant risk of abuse. Grave concern may be felt where a child shows symptoms of stress and distress (see below) and any of the following circumstances apply:

- There is a known child abuser in the family.
- Another child in the family is known to have been abused.
- The parents are involved with pornographic material to an unusual degree.
- There is an adult in the family with a history of violent behaviour.

## **THE SYMPTOMS OF STRESS AND DISTRESS**

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

A lack of concentration and a fall-off in school performance.

Aggressive or hostile behaviour.

Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.

Difficulties in relationships with peers.

Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting (or its persistence).

Self-harming or suicidal behaviour.

Low self-esteem.

Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual/physical abuse.

Disturbed sleep.

General personality changes such as unacceptable behaviour or severe attention seeking behaviour.

A sudden change in school performance.

### ***Particular forms of parental behaviour that could raise or reinforce concerns are:***

Implausible explanations of injuries.

Unwillingness to seek appropriate medical treatment for injuries.

Injured child kept away from school until injuries have healed without adequate reason.

A high level of expressed hostility to the child.

Grossly unrealistic assumptions about child development.

General dislike of child-like behaviour.

Inappropriate labelling of child's behaviour as bad or naughty.

Leaving children unsupervised when they are too young to be left unattended.

## **SPECIFIC SAFEGUARDING ISSUES**

Oakham School will always take the safeguarding of its pupils as paramount. There are a variety of issues which could fall under safeguarding.

Child sexual exploitation (CSE)

County Lines

Bullying including cyber bullying and banter

Domestic violence and abuse

Drugs

Fabricated or induced illness (FII)

Faith abuse  
Female genital mutilation (FGM)  
Forced marriage  
Gangs and youth violence  
Gender based violence/ violence against girls and women  
Homelessness  
Mental health  
Peer on Peer abuse  
Private fostering  
Preventing Radicalisation  
Sexting (see mobile phone policy)  
Teenage relationship abuse  
Trafficking

### **Children Missing From Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.  
Oakham School ensure that any student who is missing from or left the school is referred appropriately in line with Government guidelines.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk) Schools and colleges can also access broad guidance on the issues listed below via the GOV.UK website:  
<https://www.gov.uk/>

### **County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism (National Crime Agency) should be considered.

### **Early Years and Looked After Children**

At this time Oakham School has no “looked after” children or “Early Years” children.

### **Further information on Child Sexual Exploitation, Peer on Peer, Female Genital Mutilation and Preventing Radicalisation**

**Child sexual exploitation (CSE)** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

For detailed descriptions see Annex A

### **Peer on Peer abuse**

Safeguarding issues can manifest themselves via peer on peer 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 and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

Safeguarding incidents and/or behaviours can be associated and/or occur with factors outside of the school. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means that assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

For detailed descriptions see Annex A

**Honour-based violence (HBV)** encompasses crimes which have been committed to protect or defend the honour of the family or the community.

For detailed descriptions see Annex A

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM comprises of procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

For detailed descriptions see Annex A

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

For detailed descriptions see Annex A

**The Counter-Terrorism and Security Act**, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty").

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The general risks affecting children and young people may vary from area to area, and according to their age. Oakham School staff are in an important position to identify risks within the school. It is important that staff understand these risks so that they can respond in an appropriate and proportionate way. A risk assessment will be carried out on controversial visiting speakers. This forms part of our regular training. At the same time Oakham school is aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police are able to provide contextual information to help us understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. All staff bringing speakers into school must use the "Visiting Speaker Protocol" (Appendix 3)

As with any other concerns this should be reported to the DSL.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

## THE ROLES OF DIFFERENT STAFF

### **The Senior Designated Safeguarding Lead (DSL), Senior Deputy Designated Safeguarding Lead & Deputy Designated Safeguarding Lead**

These staff work in collaboration and are responsible for leading safeguarding within Oakham School. Broadly this means:

#### **Manage referrals**

The designated safeguarding/ lead deputies are expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

#### **Work with others**

The designated safeguarding lead is expected to:

- liaise with the Head to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

- act as a source of support, advice and expertise for all staff.

### **Training**

The Designated Safeguarding Lead and Deputies should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

IN addition to formal training their knowledge and skills should be refreshed at regular intervals, at least annually, so that they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from peer on perr abuse, online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

The Designated Safeguarding Lead and Deputies should:

- ensure the school or college’s child protection policies are known, understood and used appropriately;
- ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

### **School Teaching Staff**

**It is a statutory requirement for staff to have read and understood “Keeping Children Safe in Education Part1 and Annex 1 (Appendix 1) and to ensure that their training is kept up to date.**

Abuse of children in attendance at school is most likely to be first noticed by teaching staff and/or educational welfare officers. Teachers bring a number of particular advantages to the recognition of child abuse:

- They have regular and frequent opportunities to observe children, including opportunities to observe changes in their behaviour.
- They have an on-going relationship with children, who may confide in them about difficulties they are experiencing.
- They have knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will, therefore, be sensitive to surprising or unusual responses. These opportunities to see children in context give a particular value to the observations of teachers. Their insights need to be complemented by the skills of other relevant disciplines, especially those of social workers and medical practitioners. A teacher may become concerned when a child tells the teacher about events that have happened to them or to a friend, brother, sister or when another adult claims to be aware of abuse. Teachers value their relationship with parents/guardians and in many situations will share their initial concerns about a child with parents/guardians. However, in some cases, the parents/guardians may be the abusers and so teachers should be prepared to share their concerns with other professionals at an early stage without necessarily informing parents of the action they propose to take. Teachers have a professional duty to:
  - Observe and be alert to signs of abuse.
  - Take immediate action in the child's best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the designated person.
  - Know the role of the designated person and LSCB procedures.

All teaching staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the appropriate person. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

### **School Support Staff**

**It is a statutory requirement for staff to have read and understood "Keeping Children Safe in Education Part1 and Annex 1 (Appendix 1) and to ensure that their training is kept up to date.**

As with teaching staff, support staff have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury.

All support staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL.

Beyond the initial reporting of suspected child abuse, support staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child.

### **Volunteers and temporary staff**

Oakham School has few volunteers and temporary staff however they too, have a responsibility to observe and report any suspicion or evidence of abuse or non-accidental injury. All Volunteers and temporary staff must understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSL.

Beyond the initial reporting of suspected child abuse, Volunteers and temporary staff have a clearly restricted role as further judgements and action decisions are the responsibility of other agencies with statutory powers to help the child

## **Trustees**

The trustees undertake an annual review of this policy in October and guidance and of the efficiency with which the related duties have been discharged. The trustees require that any deficiencies or weaknesses in the child protection arrangements are remedied without delay.

The named trustee for child protection and safeguarding is Mrs J Gibson

## **The Local Area Designated Officer (LADO)**

The LADO Tracy Holliday provides advice and guidance and will preside over the investigation of any allegations or suspicion of abuse directed against anyone working in the school.

### **In dealing with pupil disclosures all staff must:**

- Remember that the priority is to protect the child.
- Be aware that staff and pupils reporting incidents or suspicion of abuse will be protected against retribution.
- Treat the matter seriously – research has shown that children are very unlikely to fabricate allegations of sexual abuse.
- Make sure the child knows that you may have to tell someone else in order to help them.
- Receive the child's story and remain calm and reassuring, listen but do not judge – children who have suffered abuse may have low self-esteem and may withdraw if they detect signs of doubt or revulsion.
- React to what the child tells you with belief and tell the child that they have done the right thing in telling you.
- Indicate to the child what action you will take and make it clear that you will have to inform others (**no secrets**).
- Only inform a member of the DSL team.
- Keep an accurate record of what you have become aware of and what you have done.
- Take care to distinguish between fact, observation, allegation and opinion.
- Limit any questioning, bearing in mind the 'must not' points below;

### **Staff must not:**

- Contact the parents - the DSL will take advice about this.
- Interrogate the child if that child has disclosed information or ask leading questions.
- Speak to anyone about whom allegations are made (including colleagues).
- Promise to keep secrets/confidentiality.
- Ask a child outright if they or others have suffered abuse

Once the disclosure is reported to the DSL or a Deputy DSL, they may seek advice from the Children and Young People's Services and must report all matters of abuse within 24 hours.

It is particularly important in cases which may be classed as borderline that the advice of the child protection duty officer or the LADO be sought. This will be done as part of a 'no name' discussion.

If the time is outside normal office working hours then the DSL must contact the out of hours Duty Team.

The DSL may inform the relevant Housemaster/Housemistress that a child has been referred to them and likewise inform the Headmaster.

If it is necessary for the child to be taken to hospital, the child should be referred to the direct care of medical staff informing them that non-accidental injury is suspected. A member of staff must stay with the child (whether or not the child has been taken to hospital) until a social worker arrives.

A social worker will arrive either at the School or the Hospital as is appropriate. The DSL, in collaboration with staff involved in the case, must complete relevant paperwork detailing signs observed, action taken and outcomes of contact with other agencies, and send it as soon as possible to the appropriate department

If a parent arrives to collect the child before the social worker has arrived then the member of staff must remember that he/she has no right to prevent contact between the child and parents/guardians. However, if there are clear signs of physical risk or threat, the Police should be immediately contacted and fully informed.

The DSL should inform the member of staff who first reported the concern that action has been taken.

Once a strategy for procuring support has been agreed, all parties should be kept well informed of developments as appropriate. These procedures need not necessarily imply that further action is inevitable. It is important, however, in cases of serious concern that there is communication between the School and the local Children and Young People's Services.

If suspicions concern the conduct of the Senior DSL or the Deputy DSLs, then the member of staff must report directly to the Headmaster.

#### **Contact details**

**Senior DSL: Sarah Gomm SJG**  
**School Telephone 758635**  
**School email: [sjg@oakham.rutland.sch.uk](mailto:sjg@oakham.rutland.sch.uk)**  
**Home Tel : 01572 737633 Mobile: 07944 282167**

**Senior Deputy DSL: Wendy Greaves WAG**  
**School Telephone 758688**  
**School email: [wag@oakham.rutland.sch.uk](mailto:wag@oakham.rutland.sch.uk)**

**Deputy DSL: Sarah Dixon-Dale SADD**  
**School Telephone 758586**  
**School email: [sadd@oakham.rutland.sch.uk](mailto:sadd@oakham.rutland.sch.uk)**

#### **Rutland Children and Young Peoples Services:**

**Child protection duty desk** - Monday – Friday 0830-1700 Tel: 01572-758407

**LADO Tracy Holliday**, Monday – Friday 0830-1700 Tel: 01572-758407

**Out of hours Emergency Service** - Weekends, Evenings and Bank Holidays Tel: 0116-305 0005

**Leicestershire & Rutland Local Safeguarding Children Board;** <http://lrsb.org.uk/>

N.B. When a pupil has trusted you enough to disclose, they may feel the desire to return to talk (remember that investigations can sometimes take months). In such a situation, tell them that you cannot comment or advise, as to do so may affect their security and safety both in the short and long term – however you can listen! Any 'discussion' could be misused in court by the defence lawyers as evidence against the teacher and the child.

## **Allegations against school staff and Volunteers**

All staff should clearly understand the need to maintain appropriate boundaries in their dealings with young people. Intimate or sexual relationships between staff and pupils will be regarded as a grave breach of trust. The offence of 'abuse of trust' is set out in the Sexual Offences Act 2003.

From time to time staff may encounter young people who display attention-seeking behaviour, or profess to be attracted to them. Staff should aim to deal with those situations sensitively and appropriately, but ensure that their behaviour cannot be misinterpreted. In these circumstances, the member of staff should also ensure that a senior colleague is aware of the situation.

If a child makes an allegation of abuse against any member of the Oakham staff, teaching or non-teaching or volunteer within the school the adult who has received the allegation must inform the Headmaster or the Chair of Trustees should the Head not be available. At this stage, after hearing a child's allegation, no discussion should be initiated by school staff with the Headmaster. The headmaster will ensure that the LADO is informed within one working day.

If the allegation is against the Headmaster then the Chairman of Trustees, Professor Neil Gorman, must be informed straightaway. ([ng@oakham.rutland.sch.uk](mailto:ng@oakham.rutland.sch.uk)) He in turn must report to the Local Authority Designated Officer (LADO) within one working day.

Teachers who are the subject of an allegation of this nature will invariably feel threatened and isolated. It is essential to seek legal advice as soon as possible and teachers should be represented at all disciplinary hearings. In line with guidance, the school will make every effort to maintain confidentiality for the member of staff.

Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

Where a member of the boarding staff is suspended pending investigations of a child protection nature, the school will arrange alternative accommodation for them, away from children.

If the services of any person (whether employed, contracted, a volunteer or student) are no longer used because he or she is considered unsuitable to work with children, the school will report the matter promptly to the Disclosure and Barring Service (DBS) and understands that failure to report is a criminal offence. The school will make the appropriate referral to the National College for Teaching and Leadership (NCTL) should they consider a member of staff to have demonstrated conduct that would bring the profession into disrepute (see The Staff Code of Conduct policy).

Advice on whistleblowing (Appendix 4) can be found on Gov.uk and Part4 of KCSIE

## **Allegations against another pupil**

Any pupil may make an allegation against another pupil with regards to abusive behaviour. This could include bullying in the form of physical abuse or emotional abuse in the form of banter and sexting. Depending on the nature of the allegation it is likely to be dealt with in our personal relationships policy in conjunction with the school's anti-bullying policy and should be reported accordingly to the child's Housemaster/Housemistress initially.

### [Personal Relationships policy –\(School Rules & Expectations, Section 6\)](#)

If a pupil makes such an allegation against another pupil, which is beyond the scope of the schools personal relationship policy, the adult receiving that allegation must report it directly to the DSL. She in turn must report to the Children's Social Care. A referral will also be made where there is significant risk of harm occurring.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. This is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence, however in line with the anti-bullying policy, other steps and sanctions may be taken if they are appropriate. A formal safeguarding Risk Assessment will be carried out to assess the risk to all of those that involved. (See appendix 6) this will be reviewed regularly to ensure that the schools obligation to educate all pupils involved can be achieved in an appropriate fashion.

Where the allegation refers to the abuse of a pupil by another pupil, or a group of pupils, the procedure will remain the same.

**Appendix 1**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707688/Keeping\\_Children\\_Safe\\_in\\_Education\\_-\\_Part\\_1\\_-\\_September\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf)

**Appendix 2**

Visiting Group protocol (see separate policy)

**Appendix 3**

Visiting Speaker Protocol (see separate policy)

**Appendix 4**

Whistleblowing (see separate policy)

**Appendix 5**

Code of Conduct (see separate policy)

**Appendix 6**

Safeguarding Risk assessment part 1&2 (see separate policy)

**Safeguarding incident form**

**REPORT**

Name of person completing this report:

This report should be completed IMMEDIATELY following any incident which raises any concern about possible child abuse (e.g. on observation of an unexplained/suspicious injury or following something said by a child which causes concern). It should be completed by the member of staff most directly involved. Care must be taken to record the information accurately and confidentially. This form must be passed THE SAME DAY to the school's Senior Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads for child protection.

*Details of Incident*

Child involved:

Date of birth:

Year group/Class:

Place where incident/observation of injury/disclosure occurred:

Adults/children present:

Date: Time:

Record here EXACTLY what you saw or heard, including actual site of injury (e.g. upper right arm), size/colour of bruising etc or an exact record (as far as possible) of anything said to you by the child. Record also any relevant comments which you made (avoid asking any more questions than are necessary to clarify uncertainties). Attach an additional sheet if required.

Signature:

Reported to the Designated Safeguarding Lead Person at: (time) on: (date)

SJG/WAG September 2018

Review date: Jan 2019