



# SAFEGUARDING PUPILS POLICY

Version 1.5

October 2016

*Wellbeing  
Committee*



# Wallingford School

## Safeguarding Pupils Policy

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### 1. Introduction

Wallingford School recognises its responsibility for Safeguarding and Child Protection.

This policy applies to all staff, governors and volunteers working in school and focuses on 5 main elements;

1. Staff recruitment and selection – ensuring that all staff (including volunteers) having unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse.
4. Supporting children who have been abused in accordance with his/her child protection plan.
5. Establishing a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

We recognise that because of the day-to-day contact with children, school staff is ideally placed to observe the outward signs of abuse and staff in school will therefore:

- Report any inappropriate behaviour / activities to designated staff member
- Establish and maintain an environment where children feel secure
- encouraged to talk and are listened to
- Ensure that children know that they can approach any of the adults in school if they are worried and they will receive a consistent supportive response
- Include in the curriculum opportunities for children to develop the skills they need to recognise and stay safe from abuse.

Staff in Wallingford school will follow the Oxfordshire Safeguarding Children Board Procedures in all cases of abuse, or suspected abuse, (these can be found at [www.oscb.org.uk](http://www.oscb.org.uk)).

In Wallingford school the designated teacher is Mr Leeds. If for any reason Mr Leeds is unable to be contacted the 'reserve' designated person is Mrs Lewis

We will therefore:

- Ensure that we have a designated teacher for child protection (and inform the Safeguarding Team Administrator when this changes, on 01865 810515)



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- Ensure that the designated teacher receives Specialist Safeguarding training, refreshed every two years, (contact the OSCB for more details on training: 01865 815843 or 01865 328562)
- Ensure that the whole staff receive Generalist Safeguarding training every three years, (contact the Safeguarding Team Administrator for information on training: 01865 810515)
- Ensure that new staff read the safeguarding policies and procedures for the school and know who the designated member of staff is, including how to contact them and know what to do if they are concerned
- Ensure that the governors of Wallingford school are aware of their responsibility to safeguard the welfare of pupils in the school
- Ensure that every member of staff, (including volunteers and governors) knows who the designated teacher is and where to find them to pass on information or concerns
- Ensure that all staff and volunteers understand their responsibilities in being alert to, and acting appropriately in, cases of abuse or suspected abuse
- Ensure that parents understand the school's responsibilities in relation to child protection by setting out these obligations in the school prospectus. Make the policy available to parents on request
- Inform the duty social worker at the Assessment Team if a pupil, who is subject to a Child Protection Plan, has unexplained absence of more than 2 days
- Establish and maintain links with relevant agencies and co-operate as required with enquiries of a child protection nature
- Ensure that where possible appropriate staff attends case conferences and core groups on children enrolled in the school. (If attendance is not possible a written report should be prepared and sent to the conference)
- Keep accurate written records of concerns on children even where referral is not appropriate immediately
- Ensure that all child protection records are kept secure and confidential and separate from the main pupil file
- Ensure that all staff/volunteers are selected and recruited only after having gone through appropriate checks. Safer Recruitment Training can be accessed at: <http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment>
- Ensure that all staff, governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff should be made aware of this process and how this process differs from other concerns about children



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- Follow the county guidance on reporting and tracking lost pupils (see missing pupils procedure via link: Directorates and Services/Children and Families/OurServices/Safeguarding and Child Protection/Revised Missing Pupils Procedure)
- Ensure that this policy on Safeguarding is reviewed annually by governors and senior staff and is in line with Oxfordshire County Council's policy
- Ensure safe recruitment practices are always followed by all staff and governors in recruitment of all staff and volunteers

We recognise that children who are abused, or witness violence, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The School Behaviour and Attendance Policies, which are aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviours are unacceptable but they are valued and not to be blamed for any abuse which
- Liaison with other agencies that support the pupil such as Social and Health Care, the Attendance and Engagement Service, the Educational Psychology Service, PCAMHS, etc.,
- Ensuring that, when a pupil subject to a Child Protection Plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

It is noted that the provisions of the Education Act place a general duty on our school to provide for the welfare of children in our care and, as such, staff will adhere to other related school policies, i.e. Behaviour Policy, Anti-Bullying Policy, etc.,

## **2. Child Protection Allegations against Staff**

A distinction should be made between the process for dealing with concerns about possible abuse of a child outside of the school environment and allegations of a child protection nature against a member of the school community. In cases of allegations against school staff or volunteers, designated staff, headteacher (or Chair of Governors in cases of allegations against the headteacher) should always make contact with the Local Authority designated officer (LADO) before taking further action. In Oxfordshire contact should be made with Local Authority Designated Officer (01865 815956) or Safeguarding Co-ordinator (01865 323 457).



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### 3. Child sexual exploitation (CSE)

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child's or young person's limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009)

#### 3.1 Key facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8.
- It affects both girls and boys and can happen in all communities.
- Any person can be targeted but there are some particularly vulnerable groups: Looked After Children, Children Leaving Care and Children with Disabilities.
- Victims of CSE may also be trafficked (locally, nationally and internationally).
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers
- Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16.

#### 3.2 Good practice – Individuals

- Recognise the symptoms and distinguish them from other forms of abuse
- Treat the child/young person as a victim of abuse
- Understand the perspective / behaviour of the child/young person and be patient with them
- Help the child/young person to recognise that they are being exploited
- Collate as much information as possible



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- Share information with other agencies and seek advice/refer to Social Care/MASH

### 3.3 Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE.
- Promote and engage in effective multi-agency working to prevent abuse
- Work to help victims move out of exploitation
- Cooperate to enable successful investigations and prosecutions of perpetrators

Link to guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278849/Safeguarding\\_Children\\_and\\_Young\\_People\\_from\\_Sexual\\_Exploitation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf)

## 4. Prevent

The Counter Terrorism & Security Act 2015

The Act places a Prevent duty on specified schools to have “due regard to the need to prevent people from being drawn into terrorism”. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years providers, registered late years providers and some holiday schemes.

Schools/settings subject to the Prevent Duty will be expected to demonstrate activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

## 5. Forced marriages (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.





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A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if someone is made to feel like they're bringing shame on their family). This is very different to an arranged marriage where both parties give consent.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

Link to the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/38012\\_5/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/38012_5/MultiAgencyPracticeGuidelinesNov14.pdf)

### 6. Female Genital Mutilation (FGM)

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland
- assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident (section 3 of the Act).

Link to the guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/38012\\_5/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/38012_5/MultiAgencyPracticeGuidelinesNov14.pdf)

### 7. Honour based violence

**Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.**

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:



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- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

**Women and girls are the most common victims of honour based violence however it can also affect men and boys.**

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault

### **8. Sexting**

Sexting is the sharing of images or videos of a sexual or indecent nature that are:

- Of children (anyone under the age of 18), of
- Generated by children

It is against the law to take, make, share or possess such images.

**Sexting can be a form of peer-on-peer abuse.**

Sexting disclosures should follow normal safeguarding protocols.

Staff should:

- Confiscate and secure the device(s) involved
- Inform the safeguarding lead/senior management team before searching a device (searches should be conducted by the HeadTeacher or other authorised person of the same sex)
- Record the incident and consider making a referral to MASH
- Consider whether to inform the police, where illegal images are found.



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### 9. Drugs

Students and staff within the school are subject to the laws of the land. If laws are broken in relation to drugs the school will involve and take advice from the police. Where this involves illegal drugs the school will refer to the behaviour policy. The likely tariff for drugs incidents would be:

- Possession (on school site) – Substantial Fixed term exclusion
- Supply – Longest fixed term exclusion permissible.
- Dealing – Permanent exclusion.

Any response to drug-related incidents needs to balance the needs of the individual pupils concerned with the wider school community. The tariff shown above is guidance for such incidents. In circumstances involving drugs the school must prioritise the safety of the young person and those around them. If necessary it will initially be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police will be contacted.

### 10. Peer on Peer Abuse

- Teenage relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse.
- These patterns might include sexual abuse, physical abuse, financial abuse, emotional abuse or psychological abuse.

#### Signs may include:

Physical signs injury/illness	Truancy
Falling Academic performance	Self Harm
Isolation from family and friends	Depression

#### How to respond

- If there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately.
- The school will follow standard Safeguarding procedures if they believe there is evidence of Peer on Peer Abuse but be particularly mindful that all the parties involved are likely to be members of the school community.
- Deliver age-appropriate lessons on teenage relationship abuse within the PSHE programme.

### 11. Whistleblowing

#### If you have concerns about a colleague

Adults who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could



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jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the head teacher. Complaints about the head teacher should be reported to the chair of governors.

### **Staff who are the subject of an allegation**

When an allegation is made against a member of staff, set procedures must be followed. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected

## **12. Special Educational needs**

There are identifiable groups of children who are at greater risk of harm than others. The *Working Together to Safeguard Children* (2013) group considered the following groups to be at greater risk: Children who

- are disabled and have specific additional needs
- have SEN
- are young carers
- show signs of engaging in anti-social or criminal behaviour
- live in challenging circumstances, for example, with adults with issues around mental health, substance abuse or domestic violence.

Two clear groups of pupils are identified as having the highest risk factors: children with physical disabilities – particularly those who are non-verbal – and young people with social or emotional difficulties, especially those with complex challenging behaviour.

Safeguarding children and young people with SEN requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest

## **13. Role of the Governing Body**

The governors of Wallingford school undertake to regularly review both safeguarding related policy and procedures that operate in our school. Governors have a crucial role in monitoring and challenging school staff on the effectiveness of safeguarding arrangements and will report to the Local Authority annually on these safeguarding arrangements (see schools annual safeguarding report).