



Oakhyrst Grange School

OAKHYRST GRANGE SCHOOL CHILD PROTECTION AND SAFEGUARDING CHILDREN POLICY

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access our school and to promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Oakhyrst Grange School
Child Protection and Safeguarding Children Policy

Lead DSL – Mr Alex Gear, Headmaster and SLT:

head@oakhyrstgrangeschool.co.uk

Deputy DSL –: Miss Faye Dance, Deputy Head, SLT and Year 5 Teacher:

faye.dance@oakhyrstgrangeschool.co.uk

DSL Officer – Mr Keith Burke, Year 3 Teacher and SLT:

keith.burke@oakhyrstgrangeschool.co.uk

Chairman of Governors/Child Protection Governor – Mrs Brenda Davis:

brenda.davis@oakhyrstgrangeschool.co.uk

Online Safety Officer – Mrs Margarita Gorman, IT Technician

itsupport@oakhyrstgrangeschool.co.uk

All of the above can be contacted via the School Office on 01883 343344

Surrey Community Police - 101

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>

Surrey Safeguarding Children Board (SSCB): Support Team: 01372 833330
<http://www.surreyscb.org.uk/>

Local Authority Designated Officer (LADO): 0300 123 1650

Email: LADO@surreycc.gov.uk

Children's Central Single Point of Access (C-SPA) 0300 470 9100 or 01483 517898

Email: csmash@surreycc.qcsx.gov.uk

Early Help Co-ordination Hub (South East Hub): 01483 517008

Education Safeguarding Advisor for Surrey

Email: education.safeguarding@surreycc.gov.uk

Team Manager Clare Stewart

Elisabeth Clark, Education Safeguarding Advisor

Narinder Ghosal, Education Safeguarding Advisor

Emily Colmen, Education Safeguarding Advisor

Resources

- Keeping Children Safe in Education September 2021 (KCSIE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf
- Working Together to Safeguard Children July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf
- What to do if you are worried a child is being abused March 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Information Sharing – Advice for Practitioners July 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- The Prevent Duty June 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- GDPR Act 2018
[2018-05-23 Factsheet 1 - Act overview.pdf \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/681232/2018-05-23_Factsheet_1_-_Act_overview.pdf)

The School recognises that Safeguarding covers much more than Child Protection and so this policy will be reviewed annually and should be read in conjunction with the Safeguarding, Staff Code of Conduct, Recruitment, Selection and Disclosure, Whistleblowing and IT Acceptable User's Agreements and other related policies and procedures which are available on request from the school office. This policy applies to all settings within the school context at Oakhyrst Grange School including the EYFS.

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare, it refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer significant harm.

Early Help means that providing support as soon as additional needs are met. This may include working together with universal and targeted services. Such support may be required at any point in a child's life.

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

Child(ren) includes everyone under the age of 18. On the whole this will apply to pupils of our school, however the policy will extend to visiting children and students from other establishments.

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

Social Care refers to Children's Services in the area in which the child is resident, unless a child is a Child Looked After, then this will be the Children's Services in their home authority.

1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2006; the Education Act 2002, and in line with government publications and the ISI regulatory requirements dated September 2018.
The guidance reflects, 'Keeping Children Safe in Education' September 2021 'Working Together to Safeguard Children' July 2018, 'The Prevent Duty: Departmental Advice for Schools and Childcare Providers' June 2015, Surrey Safeguarding Children Board Procedures¹ and 'What to do if you are worried a child is being abused' March 2015.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school are available to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that **all** adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. Safeguarding and promoting the welfare of children is **everyone's responsibility**.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. Our Anti-Bullying policy should be considered alongside the DfE Preventing and Tackling Bullying documents of July 2017.
- 1.5 The aims of this policy are:
- 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
 - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
 - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
 - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
 - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
 - 1.5.6 To develop a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
 - 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
 - 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, staff

¹ The Surrey Safeguarding Children Board Procedures are only available online at www.surreycc.gov.uk

suitability form, prohibition checks and a satisfactory DBS check (according to guidance)², and a central record is kept for audit.

2.0 Safe School, Safe Staff

2.1 We will ensure that:

2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- there is a Child Protection and Safeguarding Children policy together with a Staff Code of Conduct policy
- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the Teaching Regulation Agency (TRA) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned. No person shall be allowed to work in the school in any capacity who is in contravention of a prohibition order, an interim prohibition order or any direction made under Section 128 or the 2008 Act or Section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction
- in the event of unacceptable professional conduct or conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence the member of staff and volunteers would be dismissed and a referral made to the TRA
- a senior leader has Designated Safeguarding Lead (DSL) responsibility
- on appointment, the DSLs undertake interagency training (LSCB Modules 1&2) and also undertake DSL 'New to Role' and the 'Update' Course every 2 years. All DSLs have full training in line with LSCB every 2 years
- all other staff have Safeguarding training updated annually
- any weaknesses in Child Protection are remedied immediately
- the Chairman of the Governing Body, Mrs Brenda Davis, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headmaster
- the Child Protection and Safeguarding Children policy is reviewed annually (at a minimum) and that the Child Protection and Safeguarding Children policy is available on the school website or by other means
- the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) including online safety
- enhanced DBS checks are in place for the Chair of Governors of our school

2.1.2 The Lead DSL is Mr Alex Gear, Headmaster. The Deputy DSLs are Miss Faye Dance, Deputy Head and Year 5 Teacher and Mr Keith

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

Burke, SLT and Year 3 Teacher. These Officers have undertaken the compulsory training delivered through the SSCB (2 days), or by an approved external training provider, and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates. They can be contacted via the School Office on 01883 343344 or by email on secretary@oakhyrstgrangeschool.co.uk.

- 2.1.3 The DSL's who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training (currently on-line on the Educare Training website) to be renewed every 3 years.
- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction, so that they know who to discuss a concern with. New staff are expected to receive a Safeguarding talk from the Lead or Deputy DSL and this will include making clear reference to the School Child Protection and Safeguarding Children Policy, reading 'Keeping Children Safe in Education' (KCSIE September 2021) Parts 1, 5 and Annex D, 'What to do if you are Worried a Child is being Abused March 2015 and the Staff Code of Conduct including Whistleblowing. The names and contact details of the DSLs will be made clear and are at the start of this policy. New members of staff will sign the induction check list that is held on their file to confirm that this process has been completed.
- 2.1.5 All members of staff are trained in and receive regular updates in online safety and reporting concerns (Ref Appendix 3).
- 2.1.6 All members of staff, volunteers and governors should be aware of children who are potentially at risk of radicalisation, and such cases should be reported to the DSL. (Ref Appendix 4).
- 2.1.7 All members of staff should understand that mental health issues can, in some cases be an indicator of abuse, neglect or wider safeguarding concerns. Staff should also be aware that children with a social worker may need additional pastoral / academic support.
- 2.1.8 All other staff and governors, have child protection awareness training, updated by the Lead DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.9 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- 2.1.10 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection and Safeguarding Children Policy, and reference to it on the school's website.
- 2.1.11 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.12 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.13 Child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.1.14 All members of staff, volunteers and governors will be aware of the need to report any discovered crime to the Police within 24 hours and

³ LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 123 1650 Option 3.

⁴ Contact the LADO for guidance in any case

- of the need to make a clear statement outlining the details of said crime.
- 2.1.15 Safeguarding and promoting the welfare of children is everyone's responsibility and we all maintain an attitude of "it could happen here" where safeguarding is concerned.
 - 2.1.16 All members of staff, volunteers and governors approach to Safeguarding is always child centred making sure that they always consider what is in the best interest of the child.
 - 2.1.17 All members of staff, volunteers and governors understand the importance to provide a safe environment for the children to learn in where they feel secure and are encouraged to talk and are listened to.
 - 2.1.18 All members of staff, volunteers and governors understand that they have a responsibility to identify concerns, share information and take prompt action by speaking to the Lead DSL or any DDSL's with regard to safeguarding children at Oakhyrst Grange School.
 - 2.1.19 All members of staff, volunteers and governors are prepared to refer directly to the C-SPA and the Police if appropriate if there is a risk of significant harm and the DSL or their Deputies are not available
 - 2.1.20 All members of staff, volunteers and governors shall read and ensure they have an understanding of 'KCSIE Parts 1, 5 and Annex D' September 2021 and 'What to do if you are worried a child is being abused' March 2015.
 - 2.1.21 All members of staff, volunteers and governors should ensure they are aware and understand where they can find further information regarding safeguarding concerns within school and online.
 - 2.1.22 All members of staff and volunteers should ensure that they have updated Safeguarding training every year.
 - 2.1.23 All teachers to plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
 - 2.1.24 All members of staff, volunteers and governors should understand the importance of treating information with confidentiality but never promise to "keep a secret".
 - 2.1.25 All members of staff, volunteers and governors know who the DSL and Deputy DSLs are and how to contact them.
 - 2.1.26 All members of staff, volunteers and governors will assist the Governing body and Headmaster in fulfilling their Safeguarding responsibilities set out in legislation and statutory guidance.
 - 2.1.27 All staff foster a sense of belonging and community for the children as we are the Oakhyrst Grange School family.
 - 2.1.28 All staff have an understanding that pupils with SEND are more at risk from suffering abuse and potential peer-on-peer abuse. They can face additional safeguarding challenges.
 - 2.1.29 Oakhyrst Grange School contributes to inter-agency working in line with the 'Working Together to Safeguard Children 2018' guidance.
 - 2.1.30 All staff must be aware that they must not use their personal mobile phones and cameras at any time in the EYFS setting. This is relevant to all situations involving all of the settings within the school. At no time should personal mobiles, school cameras or iPads be taken into the changing areas or toilets.
- 2.2 Our procedures will be annually (at a minimum) reviewed and up-dated.
 - 2.3 The name and photograph of the designated members of staff for Child Protection and Safeguarding, the Designated Safeguarding Leaders, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

- 2.4 All new members of staff will be emailed a copy of our Child Protection and Safeguarding Children policy together with the Raising Awareness Pack, with the DSLs' names clearly displayed, and advised of where the hard copies are located, as part of their induction into the school.
- 2.5 The policy is available publicly. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the EYFS & Parent handbook or the website.

3.0 Responsibilities

3.1 The Designated Safeguarding Lead's roles and responsibilities include:

- 3.1.1 To take the lead responsibility for Safeguarding and Child Protection in the School.
- 3.1.2 Referring a child if there are concerns about possible abuse to the C-SPA⁵, and acting as a focal point for staff to discuss concerns. Referrals should be made to the Surrey Multi-Agency Safeguarding Hub using the Multi-Agency Referral Form (MARF).
- 3.1.3 To refer cases to the Channel Programme where there is a radicalisation concern via the C-SPA and will act as a point of contact for all staff to discuss their concerns.
- 3.1.4 Keeping detailed and accurate written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.5 Ensuring that all such records are kept confidentially and are securely stored and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.
- 3.1.6 Ensuring that an indication of the existence of the additional file in 3.1.5 above is marked on the pupil records.
- 3.1.7 Will ensure that when a pupil transfers school their child protection file is passed to the new school as soon as possible and within statutory timescales and that confirmation of receipt is received.
- 3.1.8 Liaising with other agencies and professionals in line with 'Working Together to Safeguard Children' July 2018.
- 3.1.9 Will liaise with the Case Manager and LADO for Child Protection concerns in cases which concern a member of staff or volunteer and refer cases where a person is dismissed due to the risk or harm to a child to the DBS and TRA as required.
- 3.1.10 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
- 3.1.11 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
- 3.1.12 Organising child protection induction, and update training every 3 years, for all school staff.
- 3.1.13 Ensure that all staff read and sign to confirm that they have read 'KCSIE September 2021 Parts 1, 5 and Annex D' and 'What to do if a child is being abused' March 2015'.
- 3.1.14 Will contribute to and provide with the Headmaster and Chair of Governors the "Audit of Statutory Duties and Associated

⁵ All new referrals go to C-SPA 0300 470 9100 operating Monday to Friday 9.00am to 5.00pm. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

Responsibilities” to be submitted annually to the Surrey County Council Education Safeguarding team.

- 3.1.15 Will follow the Department of Education and KCSIE September 2021 guidance on “Peer on Peer Abuse” when a concern is raised.
- 3.1.16 Be available during term time for all members of staff, volunteers and governors to discuss any concerns whilst acting as a source of support and expertise in carrying out safeguarding duties.
- 3.1.17 Will have a secure knowledge of SCCB procedures and understands the importance of any update training required to carry out the role. The DSL update training will be renewed every 2 years.
- 3.1.18 Will have a clear understanding of access and referral to the Local Early Help Procedure (appendix 4) and will support and advise members of staff where appropriate.
- 3.1.19 Understands the importance to support the school in their delivery with regards to the requirements of the Prevent Duty.
- 3.1.20 Maintain an overview and responsibility for all aspects of Online Safety. This includes working closely with the Online Safety Officer designated by the school.
- 3.1.21 Updates from Surrey LA are shared with the DSL through *Operation Encompass*. These and other updates are shared with the DSL team. The DSL is responsible for updating the staff and Governors of any changes in safeguarding and online safety procedure and practice. This is done through formal staff meetings, inset training sessions and reports to Governors. In addition, the DSL provides advice, support and information on an on-going and informal basis. As a matter of good practice staff are regularly informed and reminded about safeguarding policy and procedures in staff meetings through a series of *hot topic* information sessions.

3.2 The Deputy Designated Safeguard Lead and Officers’ roles and responsibilities are:

- 3.2.1 Be trained to the same standard as the DSL.
- 3.2.2 Provide support to the DSL in carrying out delegated activities, however the lead responsibility of the DSL cannot be delegated.
- 3.2.3 In the absence of the DSL carry out any activities necessary to ensure the ongoing safety and protection of children within the school.

4.0 Supporting Children

4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self worth.

Safeguarding’ is broader than ‘child protection’. As well as protecting children from harm, ‘safeguarding’ widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children’s mental wellbeing or physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The school recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Providing support as soon as possible is more effective in promoting the welfare of children.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

4.1.1 Children in need under section 17 of the Children Act 1989 are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or this will be significantly impaired without the provision of services, plus those who are disabled. The key factors in determining whether a child is in need are: what will happen to the child's health or development without services being provided; and the likely effect the services will have on the child's standard of health and development.

4.1.2 A child shall be taken to be in need if:

- (a) he/she is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision for him/her of services by a local authority under this Part;
- (b) his/her mental wellbeing and physical health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- (c) he/she is disabled,
And "family", in relation to such a child, includes any person who has parental responsibility for the child and any other person with whom he has been living.

4.1.3 A child is disabled if he/she is blind, deaf or dumb or suffers from mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed; and in this Part – "development" means physical, intellectual, emotional, social or behavioural development; and "health" means physical or mental health.

4.1.4 For clarity, a child will be seen at **Risk** if he/she is subject of an emergency protection order or is in Police Protection. A child will be seen to be at **Risk** if there is reasonable cause to suspect that a child who lives, or is found in an authority's area is suffering, or is likely to suffer, significant harm.

4.2 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

4.3 Our school will support all children by:

- 4.3.1 Encouraging self-esteem and self-assertiveness, through the curriculum specifically the PSHE curriculum including online safety, as well as our relationships, whilst not condoning aggression or bullying.
- 4.3.2 Promoting a caring, safe and positive environment within the school.
- 4.3.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.3.4 Notifying Social Care as soon as there is a significant concern.
- 4.3.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that information is shared under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

5 Prevention

- 5.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. Teachers adopt various communication processes to allow children to share their worries or concerns.
- 5.2 The school community will therefore:
 - 5.2.1 Work to establish and maintain an ethos where children feel safe and secure and are encouraged to talk and are always listened to.
 - 5.2.2 Include regular consultation with children e.g. through questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
 - 5.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. The school provides a 'Time to Listen' opportunity on a weekly basis.
 - 5.2.4 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online safety and road safety. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel.
 - 5.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. Mobile phones should not be used for the taking of any moving or still images. The camera facility on mobile phones or other platforms should not be used. No mobile devices with a camera facility to be taken into any children's changing areas. (Appendix 10)

6 Confidentiality

- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2 We understand the professional responsibility of information sharing to identify and tackle all forms of abuse to protect and safeguard children. The Data Protection Act May 2018 is not a barrier to sharing information if failure to do so would put a child at risk.

- 6.3 The Headmaster or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁶
- 6.4 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children in line with the 'Working Together to Safeguard Children' July 2018 and 'Information Sharing document of Advice for Practitioners' (DfE 2018).
- 6.5 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 6.6 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with C-SPA.

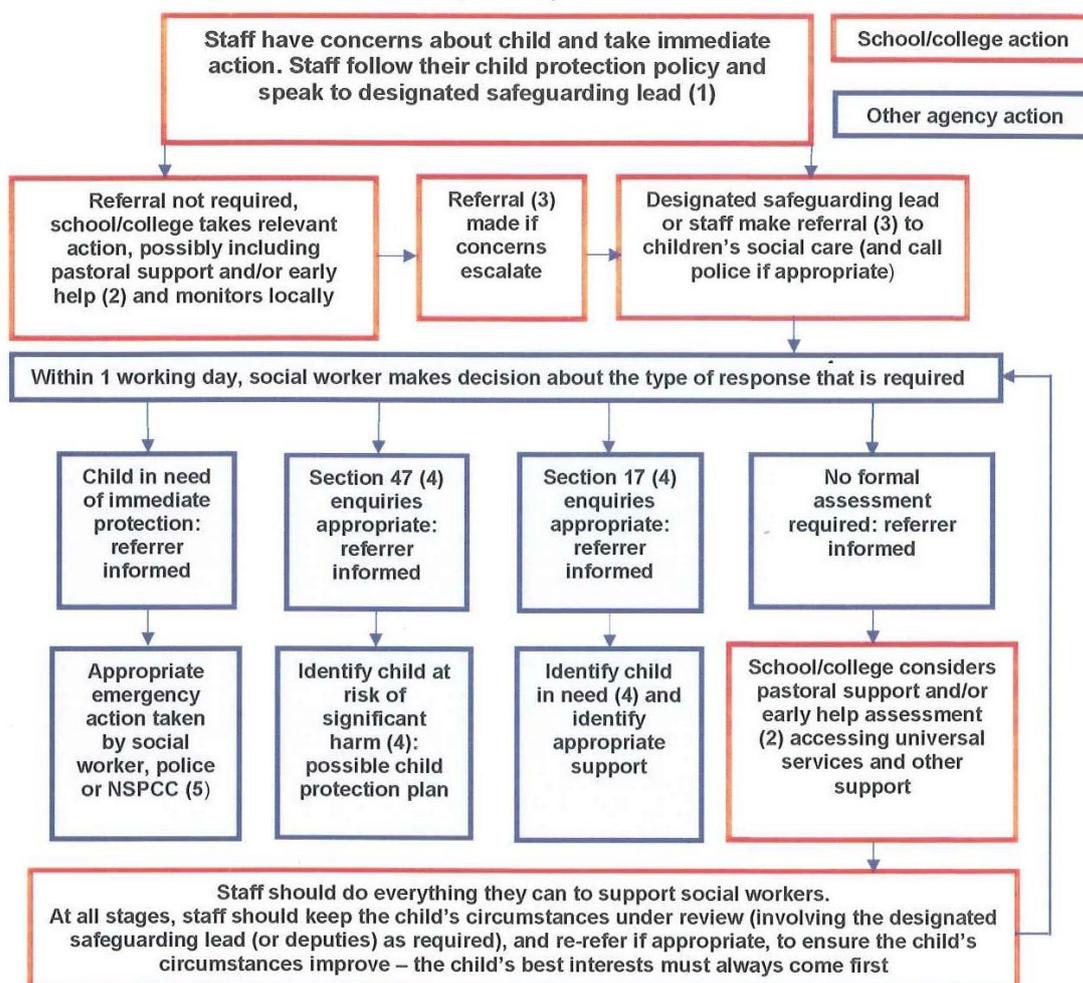
7.0 Child Protection Procedures

- 7.1 The following procedures apply to all staff and volunteers at Oakhyrst Grange School.
- 7.2 The framework provides all members of staff and volunteers with guidance enabling them to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of being harmed or abused.
- 7.3 All staff, volunteers and governors at Oakhyrst Grange School understand the importance of a 'child-centred' approach to safeguarding.
- 7.4 If a member of staff, volunteer or governor suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:
 - 7.4.1 Make an initial record of the information. This to include specific dates and times.
 - 7.4.2 Report it immediately to the DSL. If the DSL is unavailable, the Deputy should be contacted.
 - 7.4.3 The DSL will consider if there is a requirement for immediate medical intervention and or if a referral to C-SPA is required.
 - 7.4.4 The staff member must make a detailed and accurate record as soon as possible and within 24 hours. Details should include: dates and times of their observations, dates and times of any discussions in which they were involved within, any injuries noted on a Body Map, explanations provided by the adult/child, rationale for their decision making and action taken and any actual words or phrases used by the child.
 - 7.4.5 The records must be signed and dated by the staff member (author) and given to the DSL.
 - 7.4.6 In the absence of the DSL or Deputy Safeguarding Lead or Officer, staff must be prepared to contact C-SPA directly if there is potential for immediate harm or risk.

⁶ Guidance about sharing information, can be found in the DfE booklet 'Advice for practitioners providing safeguarding services to children, young people, parents and carers'. DFE-00128-2018

- 7.5 Following a report of concerns made to the DSL, she will:
 - 7.5.1 Decide whether there are sufficient grounds for suspecting significant harm using the SSCB Levels of Need Document. If this is the case, a referral will be made to the C-SPA using a Multi-Agency Referral Form (MARF).
 - 7.5.2 The school will normally seek to discuss concerns with the child's family, although this will not be done if it is thought to put the child in increased risk. Advice will always be taken from the C-SPA or the police.
 - 7.5.3 The child's views should always be taken into account.
 - 7.5.4 If there is not a risk of significant harm, the DSL will either consider Early Help or actively monitor the situation with support from the Safeguarding Team.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

8.0 Dealing with Disclosures

- 8.1 The staff at Oakhyrst Grange School understand the importance of providing opportunities for our pupils to be listened to.
- 8.2 Staff understand that promises cannot be made but will listen positively and try to reassure the child.
- 8.3 Staff understand that it is important to communicate with a child appropriately, taking into consideration learning difficulties, communication difficulties and those whose preferred language is not English.
- 8.4 All staff are aware that concerns should be raised with the DSL but staff have the right to contact the C-SPA or police directly should they need to.
- 8.5 At Oakhyrst Grange School we follow the guidance principles of the seven R's: **Receive, Reassure, Respond, Report, Record, Remember and Review.**
 - 8.5.1 **Receive** – Listen to what is being said and make a note of what has been said as soon as practicable.
 - 8.5.2 **Reassure** - Reassure the pupil that you are taking what is being said seriously. Do not make promises.
 - 8.5.3 **Respond** – Do not ask leading questions or ask the child why something has happened. Explain to the pupil what you have to do next and whom you have to talk to.
 - 8.5.4 **Report** – Share your concerns immediately with the DSL or deputy DSL or Officers. If you are unable to contact these members of staff and the child is at risk of immediate harm, contact the C-SPA or police. If you are dissatisfied with the level of response, you should press for reconsideration.
 - 8.5.5 **Record** – Record all information received as accurately as possible. Include dates, times and full names. Record conversations using the words provided by the child. Keep all original written disclosures or drawings and give them to the DSL. Ensure all notes are signed, dated and timed.
 - 8.5.6 **Remember** – Make sure your approach is child centred. Listen, reassure and be available for the child. Share your knowledge only with the appropriate professional colleagues. Get support for yourself if you require it.
 - 8.5.7 **Review** – The review is led by the DSL who will check that the action taken provided good outcomes for the child, that any weaknesses within the procedure have been remedied and will research if further training is required for staff members.
 - 8.5.8 Information of the Child Protection Procedures and Disclosing Information can be found in our Raising Awareness Pack.

9 Supporting Staff

- 9.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

10 Allegations against staff and volunteers

- 10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 10.2 All staff should be aware the school's own Behaviour policy. (Appendix 6)
- 10.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁷
- 10.4 We understand that a pupil may make an allegation against a member of staff.
- 10.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the DSL⁸.
- 10.6 The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)⁹
- 10.7 If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 10.6 above, without notifying the Headmaster first. If the allegation is made against either the Deputy DSL or other DSL the person receiving the allegation will immediately inform the Lead DSL or the Chair of Governors who will consult as in 10.6 above.
- 10.8 The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 10.9 Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration, and the Headmaster will seek the advice of the LADO in making this decision.
- 10.10 In the event of an allegation against the Headmaster, the decision to suspend will be made by the Chair of Governors with advice as in 10.9 above.
- 10.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

⁷ Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the SCC e-safety toolkit <https://www.surreycc.gov.uk/schools-and-learning/teachers-and-education-staff/educational-advice-and-support/education-safeguarding-in-surrey-schools-and-learning/e-safety-in-education>

⁸ or Chair of Governors in the event of an allegation against the Headmaster

⁹ Duty LADO 0300 123 1650

- 10.12 Allegations against staff and volunteers of Oakhyrst Grange School should be made to the Headmaster, Mr Alex Gear who will contact the Local Authority Designated Officer (LADO) immediately and before taking any action or investigation.
- 10.13 If an allegation is made against the Headmaster, the concerns need to be raised with Mrs Brenda Davis, the Chairman of Governors.

11 Allegations: Peer on Peer Abuse

- 11.1 Peer on peer abuse can take the following forms: bullying (including cyber bullying), physical abuse, sexual violence, sexual harassment, upskirting, sexting, initiation/hazing type violence and rituals.
It is important to realise that peer-on-peer abuse is harmful and that it can never be passed off as banter, just having a laugh, or part of growing up. Victims should be supported swiftly and effectively through our pastoral care systems.
- 11.2 Allegations should be brought to the DSL. The DSL will discuss the content of the allegation with the Local Authority Designated Officer (LADO) after an initial investigation has been undertaken in line with the school's Anti-Bullying Policy. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of our policy and procedures for dealing with it.
- 11.3 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 11.4 We understand that sexual harassment and sexual violence can occur both online and offline and be both physical and verbal.
- 11.5 Within the PSHE curriculum at Oakhyrst Grange School we cover a range of topics including healthy and respectful relationships and what respectful behaviour looks like.
- 11.6 Staff making a report of sexual violence or sexual harassment will follow the guidance in the Child Protection Procedures section of this policy.
- 11.7 The Brook Traffic Light Tool (Appendix 12) is a system used to categorise the sexual behaviours of young people and is designed to help professionals make decisions about safeguarding children.
- 11.8 The tool must be used within the context of the guidance provided at <https://www.brook.org.uk/our-work/using-the-sexual-behaviours-traffic-light-tool>
- 11.8 **Anti-Bullying and Cyber Bullying**
- 11.8.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to

consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

- 11.8.2 We are aware that safeguarding issues can develop through peer on peer abuse. It can occur in many forms including but not limited to bullying, cyber-bullying, sexual violence and sexual harassment, youth produced sexual imagery and initiation/hazing type violence and rituals. Children can adopt language that may be seen as banter or of a jocular nature that is in fact threatening and bullying. This is not an acceptable form of communication. Tutorial periods, school assemblies and PSHE/cross-curricular work should be used as opportunities to demonstrate appropriate language and communications that stress the need for positive support between peers. Every opportunity should be taken to pick up on examples of inappropriate banter/language highlighting that there is no place for such language or behaviour at any time. Negative gender related banter or language is not acceptable. Where children feel threatened they should be supported by members of staff. It is essential that children should be enabled to express their fears and concerns promptly and openly by any member of staff. This and all safeguarding matters will be taken seriously. Examples of positive behaviour should be given to both victim and perpetrator by way of support and by way of modelling good examples of appropriate language. Ours is a kind and caring community and we should always choose our words carefully.
- 11.8.3 We understand that technology has become a significant aspect of many safeguarding issues. We address this in our broad curriculum.

12.0 Radicalisation and Extremism

- 12.1 Prevent is a part of our school Safeguarding framework; a local approach to ensuring the safety and well-being of all of our children and young people from birth to age 19.
- 12.2 The Prevent Duty states all schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.
- 12.3 Extremism is defined as the “vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs”.
- 12.4 Radicalisation (as defined in the revised Prevent Duty Guidance for England and Wales) refers to the process by which a person comes to support terrorism and extremist ideologists with terrorist groups.
- 12.5 The Prevent Strategy aims to stop people becoming drawn into terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist and extremist influences or prejudiced views. This can occur both offline and online. As with other forms of Safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

- 12.6 We understand that schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. We have clear procedures in place for protecting children at risk of radicalisation and use the Channel process to support individuals identified as vulnerable to being drawn into terrorism. (ref Appendix 5).
- 12.7 We teach and adopt Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of different faiths and beliefs.
- 12.8 We understand the importance to be aware of changes in children's behaviour which may indicate they are in need of further support.
- 12.9 Staff with concerns should contact the DSL who can use the Channel Process to make a referral. In case of an emergency call 999.
- 12.10 The school is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department of Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

13 Domestic Abuse

- 13.1 Domestic abuse is the actual or threatened physical, emotional, psychological or sexual abuse. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. It involves the use of power or control by one person over another.
- 13.2 Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy positive relationships.
- 13.3 Oakhyrst Grange School is enrolled onto the Operation Encompass Scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning, the DSL is notified of all domestic abuse incidents that have occurred and been reported to the police in the previous 24 hours to enable an opportunity for the school to provide the right support at the right time for children who are experiencing domestic abuse within their household.

14 Private Fostering Arrangements

- 14.1 Private fostering arrangement occurs when someone other than a parent or close relative cares for a child over a period of 28 days or more.
- 14.2 Oakhyrst Grange School follows guidance set out in the KCSIE September 2021 document with regards to Private Fostering Arrangements.

15 Children Looked After

- 15.1 The most common reason for a child to become looked after is as a result of abuse and neglect.
- 15.2 Oakhyrst Grange School follows guidance set out in the KCSIE September 2021 document with regards to Private Fostering Arrangements.

16 Children Missing in Education

- 16.1 Oakhyrst Grange School staff recognise that children missing education are at a significant risk of underachieving, being victims of abuse and harm or exploitation or radicalisation.
- 16.2 Where possible the school holds more than one emergency contact number for each pupil.
- 16.3 The school ensures that there is a record of joiners and leavers.
- 16.4 Oakhyrst Grange School has an attendance and behaviour policy.
- 16.5 Oakhyrst Grange School recognise that absence from school and exclusion may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with the members of staff for attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.
- 16.6 Oakhyrst Grange School follows guidance set out in the KCSIE September 2021 document with regards to Children Missing in Education and Attendance and Behaviour.

17 Physical Intervention

- 17.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 17.2 Such events should be recorded and signed by a witness.
- 17.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 17.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 17.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are

clear about their professional boundary.¹⁰

18 Whistle-blowing

- 18.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 18.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- 18.3 Whistleblowing re the Headmaster should be made to the Chair of the Governors, Mrs Davis whose contact details are readily available to staff at the start of this policy.

19 Health & Safety

- 19.1 Our Health & Safety Handbook, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

20 Monitoring and Evaluation

- 20.1 Our Child Protection and Safeguarding Children Policy will be monitored and evaluated by:
 - 20.1.1 Keeping accurate records of all reported incidents and outcomes
 - 20.1.2 Regular reports to the Board of Management
 - 20.1.3 SLT and whole staff consultation

This policy also links to our policies on:

*Behaviour**
*Missing Child**
*Safer Recruitment, Selection and Disclosure **
*Staff Code of Conduct **
*Whistleblowing**
*Anti-bullying**
Health & Safety
Complaints
Attendance
Curriculum
PSHE/Health Education
Administration of medicines
First Aid
Drug Education
Sex and Relationships Education

¹⁰ 'Guidance on Safer Working Practices is available from <https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Intimate Care
*E-Safety**
Risk Assessment
Grievance Procedure
COVID-19, Infection Control Sheet
***Appendices attached**

Appendix 1

Recognising Signs of Abuse, Child Sexual Exploitation (CSE) and Child Criminal Exploitation (county lines)

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect
- Contextual Safeguarding or Extra-familial harm to include online safety, sexual exploitation, criminal exploitation, radicalisation and trafficking. Referred to in 'Working Together to Safeguard Children 2018' as a new concept of Contextual Safeguarding to describe the risk that children and young people face from their peers or in the wider community. KCSIE September 2021 refers to this as Familial Harm.

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s

- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

Physical Abuse 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 (KCSIE September 2018) (KSCSIE September 2021 now operational).

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children

- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious eg:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. (KCSIE September 2018) (KSCSIE September 2021 now operational).

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

Recognising Signs of Sexual Abuse

Sexual Abuse 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 (KCSIE September 2018).

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed

- Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at www.surreycc.gov.uk/safeguarding, by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

Recognising Neglect

Neglect 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, 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 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. (KCSIE 2018) (KSCSIE September 2021 now operational).

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It does not always involve physical contact. The use of technology may be apparent.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)

- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Child Criminal Exploitation (county lines)

- Child criminal exploitation is the geographically widespread exploitation of children to commit crimes.
- Criminal exploitation of children is a typical feature of county lines criminal activity.
- We understand that a child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and/or emotional abuse.
- Concerns of Child Criminal Exploitation should be made immediately to the DSL who can make a referral to the C-SPA.

Appendix 2

Forced Marriage, Female Genital Mutilation and Honour Based Violence

Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151. Email fmu@fco.gov.uk.

Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

All staff must report cases where they discover that FGM appears to have been carried out on a girl under the age of 18 to the Police under Section 5B of the Female Genital Mutilation Act 2003. Those failing to report such cases will face disciplinary actions (KCSIE September 2018) (KSCSIE September 2021 now operational).

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic

- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

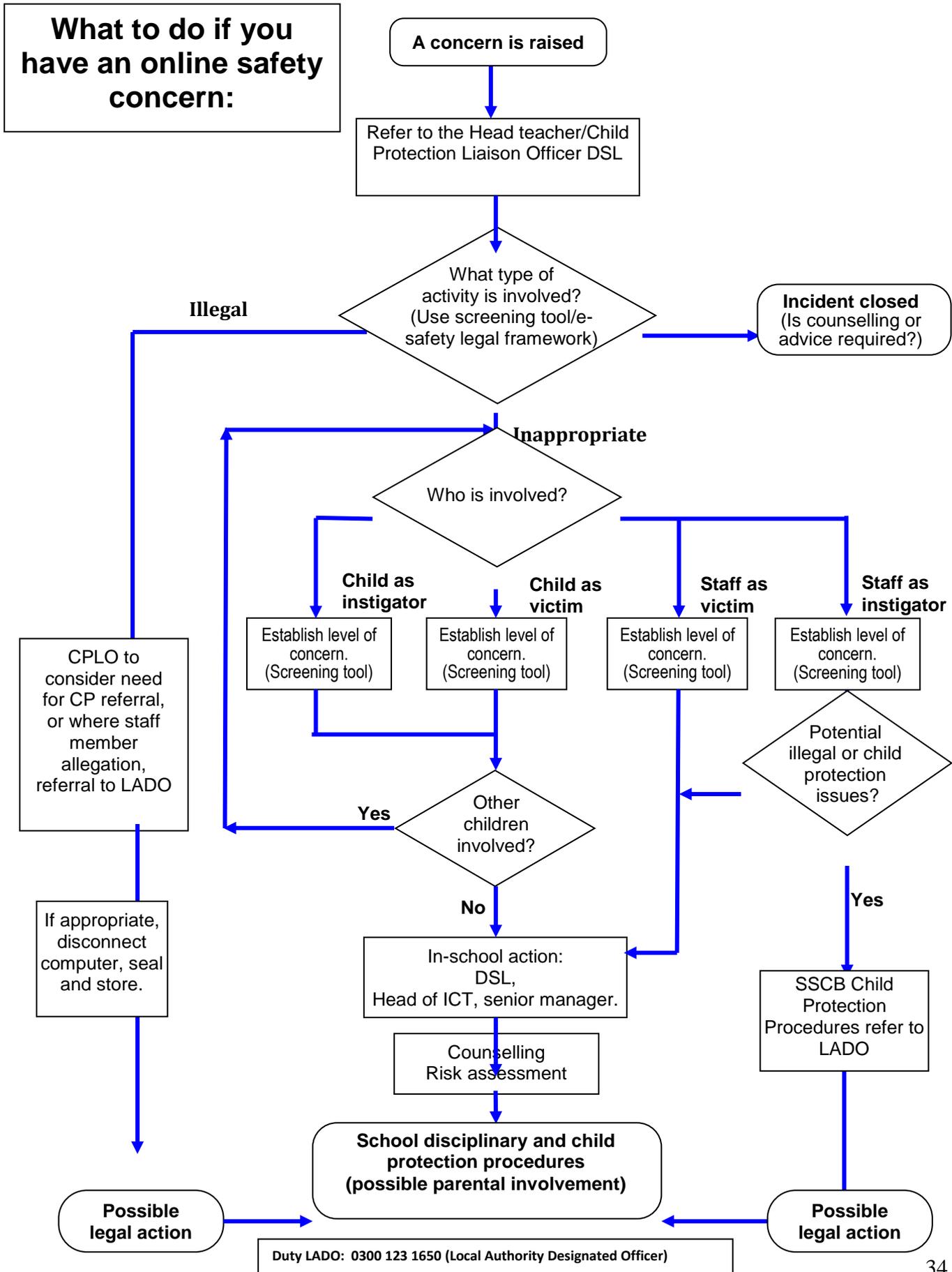
The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

Honour Based Violence

- Honour based violence can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and or honour.
- It is considered a violation of human rights and may be a form of domestic and or sexual abuse.

Appendix 3



Appendix 4

Early Help Procedure Diagram



Appendix 5

Assessment Framework Tool



Appendix 6

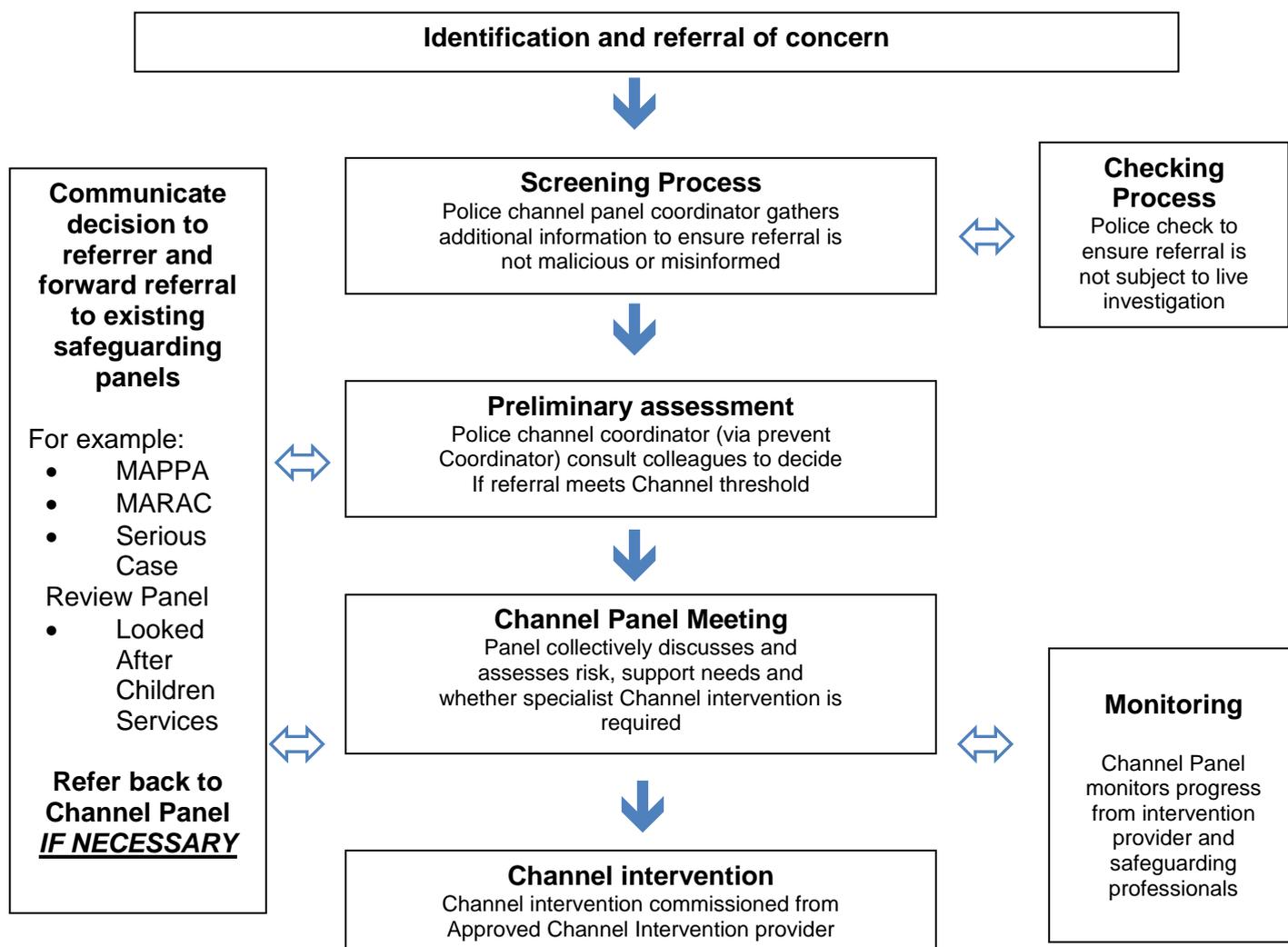
Channel Panel

The Channel process is essentially a safeguarding programme aimed at supporting individuals identified as vulnerable to being drawn into violent extremism or terrorist related activity. As with other safeguarding practices Channel is reliant on a multi-agency response and multi-disciplinary work to minimise and manage the risk to an individual. Channel is voluntary and so the individual must provide consent. It draws on existing collaboration between local authorities, the police, statutory partners and the local community and has three objectives:

- Identify individuals at risk of being drawn into radical extremism
- Assess the nature and extent of the risk
- Develop the most appropriate support for the individuals concerned.

The Counter Terrorism and Security Act (2015) provides a statutory framework for a joint local authority/ police panel to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and to put in place a support plan. This effectively places Channel on a statutory footing. The Act sets out that these panels are to be chaired by the responsible local authority, which across Surrey is the Community Safety Unit.

The diagram below illustrates the Channel Panel process:





Oakhyrst Grange School ⇄

Appendix 7

Behaviour Policy

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

RATIONALE

- To develop self-discipline
- For children to feel happy, safe and secure within the classroom and school environment
- To recognise desirable behaviour
- To value school guidelines
- To encourage commitment to school activities

These aims develop our school aims which emphasise self-discipline, honesty, reliance, courtesy, consideration and a respect for one another as members of the school community.

The Praise, Rewards and Consequences Policy outlines, in more detail, a series of steps and possible sanctions that might be taken. An EYFS child might have their name being placed on the grey cloud. An older child might be kept in at break time, spoken to by the Deputy Head Teacher or the Head Teacher.

Behaviour across the School including the EYFS

The following reflect our guidelines and expectations of behaviour:

- Children have the right to feel happy, safe and secure.
- Good manners are expected and encouraged.
- Children should not be in school unless they are supervised.
- Children should look after and respect their own and other people's property and keep it tidy.
- Children should be encouraged to develop positive social skills.
- Children should use non-offensive language in all situations.
- Fighting or upsetting other people is not permitted.
- Children are expected to walk sensibly around the buildings, keeping to the left in corridors.
- Children should wait patiently by the gate and stay with the adult collecting them at the end of the day.
- School uniform should be correctly worn to and from school and whilst in school or on school activities.
- Everyone should be allowed the right to be different and everyone should be treated with respect.

We expect children to behave sensibly in school. These high expectations of behaviour inside the school will be reflected outside the school in the community. These guidelines should be considered on all school trips and outings.

Wherever possible, discipline should take the form of *positive reinforcement*.

Reward System

The reward system includes the use of the Achievement Board, Certificates of Merit, Sport's awards, stickers and House points. Teachers will award certificates of merit to pupils for examples of good work or behaviour. Wednesday morning assemblies provide an opportunity to publicly award these and any other Achievements. Certificates are given for achievement, quality of work, courtesy and helpfulness, and at the discretion of the teacher/member of staff. Children are placed in one of two houses in the school Hillside (red) and Stanstead (yellow). The houses compete in sporting and achievement competitions.

Children may be awarded House points that are recorded in the back of their homework diary. Similarly to Certificates of Merit, House points are awarded for a variety of reasons. All staff award House Points. Pupils that achieve 25, 50, 75, 100, 125 and 150 house points receive a signed certificate. A yellow or red house point star badge is awarded for achieving 100 house points and a gold star badge is presented for achieving 150 house points. All of these awards are presented in the Giving Out Assembly.

A house point can also be deducted as a consequence (see Praise, Rewards and Consequences Policy).

The results of the competitions are announced termly and at the annual Prize Giving.

All teachers discuss social and moral issues with their classes as part of their pastoral duties. These principles are also dealt with as a school during assemblies.

The whole school PSHE programme encompasses the promotion of self-esteem and social skills.

Bullying and persistent anti-social behaviour

Bullying and persistent anti-social behaviour are unacceptable.

Children who use physical violence will be withdrawn from the playground and referred to a suitable member of staff. After investigation a note of the incident will be made and suitable action taken. This might take the form of the parents being telephoned immediately and invited into the school to discuss the situation.

It is important to implement the school's E-Safety Policy in respect of certain aspects of bullying or anti-social behaviour.

In a case of persistent anti-social behaviour all parties are brought in to discuss the issue, notes are made and any decisions will be recorded. Parents of both parties will be contacted and informed of any action taken. Members of staff will be notified. Sanctions that the School may employ include: the loss of house points or the loss of play time for misdemeanours. For more serious offences, sanctions might include internal isolation for part of a day or for a whole day. The next level of sanction would be temporary exclusion for one day rising to a two or three day temporary exclusion. The final sanction would result in permanent exclusion.

The Head Teacher will keep a log of significant behavioural issues after consultation with his staff.

The Praise, Rewards and Consequences Policy outlines, in more detail, a series of steps and possible sanctions that might be taken. An EYFS child might have their name being placed on the grey cloud. An older child might be kept in at break time, spoken to by the Deputy Headmaster or the Headmaster.

The issues relating to Bullying and Anti- Social behaviour will be covered by the PSHE programme.

The EYFS setting will allow for a daily and constant free flow of dialogue between staff and parents in order to keep an open communication about behaviour. Most incidents of a routine nature will be dealt with internally, although staff are encouraged to keep parents informed as fully as possible. Parents will be informed about any incident wherein inappropriate behaviour has resulted in the need for intervention by a senior member of staff. Where physical restraint has been necessary parents will be notified the same day or as soon as is reasonably practical.

The School does not threaten or use corporal punishment.

The ultimate aim in dealing with all negative behavioural matters is to find reconciliation and a positive way forward.

Dealing with Major Misdemeanours

Please refer closely to the School's Anti-Bullying Policy as it applies to this section of the Behavioural Policy.

Minor misdemeanours may result in loss of free time, or detention. Repetition of poor behaviour may result in a pupil's or pupils' withdrawal from class to work in supervised isolation and parents will be informed. A planned way forward will be agreed upon as a result of this meeting. Subsequent poor behaviour might lead to the removal of the child from the school for a fixed period and Governors will be informed. The consequence of future misconduct could be permanent exclusion, although the option of a fixed term exclusion will be used at the discretion of the Headmaster.

Examples of major misdemeanours include:

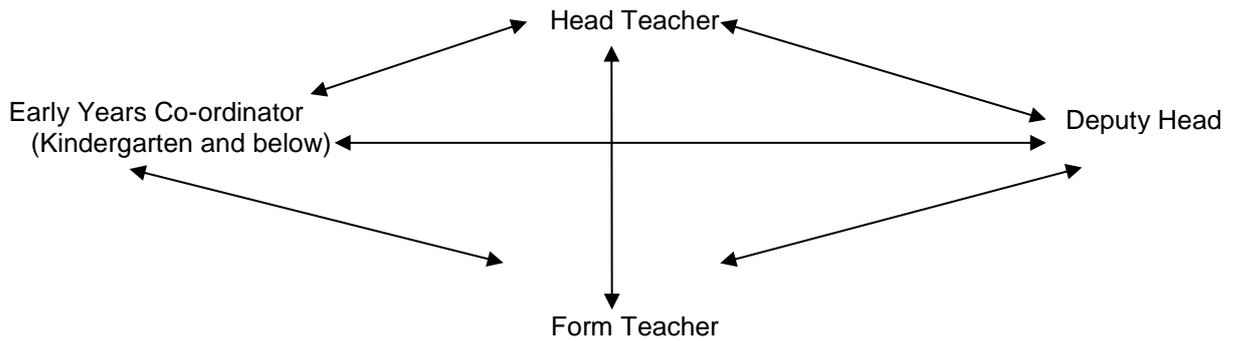
- A serious incident, such as a violent, physical attack or victimisation.
- Bullying.
- Seriously and continually disrupting other pupils' ability to work.
- Persistent anti-social behaviour.
- Endangering the safety of others.
- Seriously and continually disobeying school guidelines.

Communication

It is of paramount importance that school and parents work closely to clarify areas of discipline, rules and general awareness of what is acceptable and unacceptable behaviour.

Methods of communication include Reading and Homework Diaries, appointments and parents' evenings.

The structure of communication within the school is as follows:



Board of Governor Involvement

The Board will be made aware of concerns relating to disciplinary matters at the regular half termly Board meetings. In matters concerning serious misdemeanours the Board will be alerted at the earliest opportunity. The Head Teacher will inform the Board of Management of all intended temporary and permanent exclusions.

COVID-19

It is essential that all staff are fully aware of the risk assessed procedures relating to all matters concerned with the COVID-19 pandemic. For operational purposes there should be very high levels of vigilance to ensure that the children follow the protocols laid down at all times for everyone's safety.

Reviewed FD/AG 06.11.17

Reviewed FD 24.04.19

Updated AG 23.05.19

Reviewed and Updated AG 29.09.20

Reviewed AG 2.11.2021

Appendix 8

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Missing/ Lost Child Policy

We aim at all times to keep children safe and secure whether on school premises or in our charge off site. We take all reasonable precautions to ensure the safety of the children.

In the event that a child goes missing from school or when on a school outing, we shall follow the procedures outlined below.

EDUCATIONAL VISITS/ OUTINGS (see Educational Visits policy)

As part of the educational visits policy and risk assessment policy the school office have a record of:

- the date and time of outing
- the venue and mode of transport
- names of staff assigned to named children
- time of return

Staff take a list of children's contact details with parent/carer details, numbers and emergency numbers, a mobile phone. See Educational Visits and Risk Assessment for further information.

In the event of a lost/ missing child:

Action in case of a missing child from the school buildings/playground

In the unlikely event that a child becomes separated from their class, the following will apply:

- The register will be taken to identify the missing child and attempts made to establish who was last to see the missing child and where. Additional staff will be called for to provide assistance.
- The class teacher will allocate duties to staff a) supervise those children present b) execute a thorough search of all rooms in the school and outside play areas with the assistance of the other teaching assistants.
- Doors and gates to be checked to see if there has been a breach of security whereby a child could exit the premises.
- If the child is definitely missing, the Head Teacher will talk to the class teacher and/ or support staff to establish what has happened. Contact must be made with the police within 10 minutes of the initial search. Any member of staff should be aware of their responsibility to call the police if

necessary. The child's parents should be contacted immediately, alarming them as little as possible. Parents should be asked to bring a recent photograph of the missing child. The Chair of Governors should also be notified at this stage.

- Continue with the search until a satisfactory outcome.

Action in case of a missing child on an outing

In the unlikely event that a child becomes separated from the class on an outing where the parents are not attending and are responsible for their own child, the school ensures that the following will apply:

- As soon as it is noticed that a child is missing a headcount is taken to ensure that no other child has gone astray. One member of staff searches the immediate vicinity.
- In an indoor venue the staff will contact the venue's security who will co-ordinate a wider search
- The Headmaster or Senior Member of Staff should be informed and if not on the outing should make his/her way to the venue to aid the search, be point of contact for the police and support staff.
- Staff will contact the police using a mobile phone and report the child as missing.
- The Headmaster or Senior Member of Staff will contact parents who should make their way to the venue.
- Staff will take remaining children back to school as soon as possible.
- When the child is found, two members of staff will care for and talk with the child, bearing in mind that he/she may have been afraid and distressed and may now be in need of comfort.

The Investigation

The Headmaster will carry out a full investigation, taking statements from all staff present at the time, or who were on the outing.

The Headmaster will write an incident report detailing:

- The date and time of the report;
- What staff/children were present;
- When the child was last seen and by whom;
- What action had taken place since that time;

A conclusion will be drawn as to how the breach of security took place. OFSTED should be informed of the incident.

JV Apr 12
Reviewed AG 04/2015
Reviewed AG 04/2016
Reviewed AG 04/2018
Updated AG 06/2019

Appendix 9

Recruitment, Selection and Disclosures Policy and Procedure

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. General

The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

In order to prevent any conflict of interest the School will not interview or appoint existing parents of children attending the school at the time of advertising. This principle will apply to any full-time, part-time or temporary posts.

All queries on the School's Application Form and recruitment process must be directed to the Headmaster, Mr Alex Gear.

2. Scope of This Policy

The Recruitment, Selection and Disclosures Policy and Procedure herewith refers and applies to staff directly recruited and employed by the School. In the Education (Independent Schools Standards) (England) Regulations 2010, staff are defined as:

Any person working at the School whether under a contract of employment, under a contract for services or supply staff/volunteer.

In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that is has carried out the appropriate checks.

3. Application Form

The School will only accept applications from candidates completing the relevant Application Form in full. CVs will not be accepted in substitution for completed Application Forms.

The School will make candidates aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Candidates for employed posts will receive a Job Description and Person Specification for the role applied for.

As the position for which candidates are applying involves substantial opportunity for access to children, it is important that applicants provide the School with legally accurate answers. Upfront disclosure of a criminal record may not debar a candidate from appointment as the School shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Information should be submitted in confidence enclosing details in a separate sealed envelope which will be seen and then destroyed by the Headmaster. If candidates would like to discuss this beforehand, they are asked to please telephone in confidence to the Head for advice.

Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School. However amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service (DBS) for the position.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify a candidate for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

If the candidate is currently working with children, on either a paid or voluntary basis, the School will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If the candidate is not currently working with children but has done so in the past, the School will ask the previous employer about those issues. Where neither the current or previous employment has involved working with children, the School will still ask the current employer about the candidate's suitability to work with children. Where the candidate has no previous employment history, the School may request character references which may include references from the candidate's school or university.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal by the School if they have been appointed, and a possible referral to the police and/or DBS.

4. Invitation to Interview

The School will short list applicants according to the relevance and applicability of their professional attributes and personal qualities for the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

All formal interviews will have a panel of at least [two](#) people chaired by the Headmaster or Member of the Board of Management. At least one person on the appointment panel will have undertaken safer recruitment training. The Chair of the Board of Management will chair the panel for the Bursar's or Headmaster's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should withdraw from the panel. Should the Chair have a conflict of interest, the Vice-Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body.

The School requests that all candidates invited to interview also bring with them:

- i. A current driving licence including a photograph or a passport or a full birth certificate;
- ii. A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
- iii. Where appropriate any documentation evidencing a change of name;
- iv. Where the candidate is not a citizen of a country within the EU or Switzerland, proof of entitlement to work and reside in the UK.

Originals of the above documents must be provided. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

5. Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- i. Receipt of at least two satisfactory references (if these have not already been received);
- ii. Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;
- iii. A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
- iv. For a candidate to be employed as a teacher, a check that the candidate is not subject to a prohibition order issued by the Secretary of State;
- v. Verification of professional qualifications, where appropriate;
- vi. Verification of successful completion of statutory induction period (for teaching posts – applies to those who obtained QTSD after 7 May 1999);
- vii. Where the successful candidate has worked or been resident overseas such checks and confirmations as the School may consider appropriate so that any relevant event that occurred outside the UK can be considered; and
- viii. Satisfactory medical fitness.

It is the School's practice that a successful candidate must complete declaration of fitness to work form. The information contained in the form will then be held by the school in strictest confidence. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e proposed workload, extra-curricular activities, layout of the School.

The School is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.

6. References

The School will seek the references referred to in section 5 above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. If the candidate does not wish the School to take up references in advance of the interview, they should notify the School at the time of applying.

The School will ask all referees if the candidate is suitable to work with children.

The School will compare any information provided by the referee with that provided by the candidate on the Application Form. Any inconsistencies will be discussed with the candidate.

7. Criminal Records Policy

The School will refer to the Department for Education (“DfE”) document, ‘Keeping Children Safe in Education’ and any amended version in carrying out the necessary required DBS checks.

The School complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request or accessed here:

<https://www.gov.uk/government/publications/dbs-code-of-practice>

8. Retention and Security of Records

The School will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy.

Appendix

Policy on the Recruitment of Ex-Offenders

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or the DBS if:

- The School receives an application from a disqualified person;
- Is provided with false information in, or in support of an applicant’s application; or
- The school has serious concerns about an applicant’s suitability to work with children.

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the School will consider the following factors before reaching a recruitment decision:

- Whether the conviction or other matter revealed is relevant to the position in question;
- The seriousness of any offence or other matter revealed.
- The length of time since the offence or other matter occurred.
- Whether the applicant has a pattern of offending behaviour or other relevant matters;
- Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters; and
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any of the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving.

Updated Nov 14 BD
 Reviewed Oct 15 LR/AG
 Reviewed Jul 18 LR

Appendix 10

Staff Code of Conduct Policy

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

This section provides general guidance on the work place behaviours expected of all members of staff. If you have any concerns or questions about any of the following information, please refer these to either the Headmaster or the Bursar.

All members of staff are high profile role models. It is essential that members of staff display high levels of honesty and integrity. Staff members should demonstrate that they are trustworthy and breaches of trust could lead to disciplinary action.

The use of appropriate language at all times within the school setting and beyond is essential. Staff are reminded to be conscious of their high profile position within the school and the wider community.

Staff are reminded of the need for discretion at all times and that conversations between staff and parents or other family members should be of a professional nature. Privacy should be respected.

Mobile phones and cameras should be kept in secure drawers or cupboards or in the staff room. There may be exceptions to this but only with the express permission of the Head Teacher or DSL.

Staff should not transport children without the appropriate risk assessments and insurance. Staff should not invite children to their private homes. Staff should not engage in any private communication using social media or by telephone with children.

All policies, schemes of work and other materials that are produced while on school business and while in the employ of the school remain the intellectual property of the school. These material should be returned at the end of the period of employment. All school equipment and property should remain on site unless they are being used with the express permission of the Head Teacher or Deputy for working purposes.

It is inappropriate for staff members to give or receive gifts from children or parents that might be considered beyond the normal end of term thank you gifts.

A. Dress code

High standards of personal appearance are expected of all our members of staff and are a key element of the professional manner in which we conduct our business.

Whilst the Board of Management and the Headmaster do not wish to resort to exhaustive guidelines, all members of staff need to maintain an appropriate standard of dress and good personal presentation with the emphasis on presenting a smart, professional appearance. Therefore, appropriate clothing will include:

For women - skirts, dresses, tailored full-length trousers, blouses, shirts and tops, which are smart and appropriate for the workplace. Flip flops and excessive high heels/stilettos are to be avoided.

For men – smart, full length trousers, collared shirts (long or short-sleeved) and ties.

If, on arrival at work, your personal appearance or dress is considered unacceptable, the Headmaster reserves the right to require you to return home to change into more appropriate clothing.

Our dress code will be Religion, Belief and Disability Discrimination legislation compliant (Please refer to School's Diversity and Equality Policy) and if you feel you are being discriminated against in relation to this please speak to the Headmaster.

B. Personal Belongings

You are advised not to bring valuable items or large amounts of cash etc., onto the premises. In the event that you do bring such items onto the School's premises, you should ensure that your personal belongings are covered by your own private insurance e.g. household insurance, and that this insures you for loss of money and possessions away from your home. Any losses incurred whilst on our premises will not be the responsibility of the School or its Board of Management.

C. Salary, HR records and notification of personal information

i. Salary

Your annual salary is paid monthly in arrears and is paid directly into your bank or building society account on the last working day of each month.

You are paid a month in arrears, up to and including the final day of the calendar month. Your salary is subject to the appropriate PAYE deductions for tax and national insurance contributions (NIC) and these are deducted from your pay before you receive it.

i.i. Change of bank account

Should you change your bank account at any time, please remember to advise the Bursar so that we can ensure your payment is being directed to the right place.

i.i.i. New Joiners

On joining the School you should provide the Bursar with all necessary documentation to enable you to be added to the payroll. Whilst there is no cut-off point for adding new staff on to the payroll, should you fail to provide the Bursar with the necessary information as soon as possible you may receive your first payment on the last working day of the following month. This initial payment will take into account any days you have worked in the previous month and therefore this first payment will be greater than your standard monthly pay.

If you have received your P45 from your previous employer we can immediately input the relevant details to ensure that you pay the correct amount of tax etc. However, if you aren't able to provide us with this we will ask you to complete a P46 which will enable us to set you up on our payroll but there may have to be a tax adjustment at a later stage, once we have your P45.

i.v Leavers

On leaving Oakhyrst Grange School, your pay will be calculated up to and including your final day of employment and the amount owing to you will be paid into your bank account on the last day of the month. Your P45 will follow shortly afterwards and will be posted to your home address.

v. Pay related queries

Should you have any questions about your pay slip, or concerns such as the amount of tax paid etc., please speak to the Bursar.

vi. HR records and notification

It is essential that we keep accurate records of all members of staff and therefore you are required to keep us updated with changes in your personal circumstances, such as change of name, marital status, address, telephone numbers, including those of your emergency contacts, and bank details etc. Should any of your details change, please inform either the Headmaster's Secretary or the Bursar (in writing) as soon as possible.

From time to time you will be asked to verify this information and you will be given a copy of the data we hold. You should check this and advise either the Headmaster's Secretary or the Bursar of any amendments or additions.

You must immediately inform the Headmaster of any circumstances that may impact on your suitability to work with children, including but not limited to any convictions, charges or cautions for criminal offences. Furthermore you must also, where applicable and as required by law, disclose the circumstances of anyone living or employed in your household if they may cause you to be disqualified by association. A failure to disclose such information in accordance with this clause may be treated as a disciplinary matter and could lead to dismissal.

Any information will be treated in the strictest confidence.

D. Expenses claims

If you have to make an authorised claim, this must be submitted using an expense claim form. A copy of the form is available from the Bursar. Claims for expected expenses in excess of £30 must be authorised beforehand.

You must include on the form, all relevant dates and amounts, and provide sufficient detail explaining the nature and reason for the expense. All expenses claimed must be supported by an appropriate invoice/receipt.

You must sign the form and then pass this to the Bursar for authorisation and payment as soon as possible and certainly within two weeks.

E. Confidential Information

In order for you to perform your job effectively you will, from time to time, be provided with confidential information concerning the affairs of the School whether as to its management, teaching practices or the parents and their children, which, if disclosed externally, could be harmful to the School. Therefore, we insist that both whilst an employee, or after your employment with the School ends, you do not disclose to anyone, confidential information that has been made known to you during the course of your employment with us.

F. Smoking

In compliance with current legislation, all of the School's property is strictly **NO SMOKING**.

No smoking signs are in place around the school.

If a member of staff, student, parent/carer, or volunteer is found smoking on the premises, they will politely be asked to leave the site. The grounds are considered part of the premises.

G. Alcohol and drugs

The School has a statutory duty to provide a safe place of work, and to ensure that all staff do not constitute a danger to themselves or others.

All employees are expected to ensure that their personal consumption of alcohol or use of prescribed drugs does not interfere with their ability to perform their duties safely and competently.

Working under the influence of alcohol or non-prescription drugs constitutes a health and safety risk not only to yourself, but also to other members of staff, visitors to the school, and others who may be affected by your actions, particularly if your work involves operating machinery or driving. If you have been drinking over a long period of time, or have taken drugs the previous night, they may still affect you at work the following morning. This will also apply if you have been drinking or have drugs at lunchtime, before reporting back to work.

The chances of having an accident are increased when alcohol or drugs are consumed, because they slow down your reactions, affect your judgement, accuracy, performance and co-ordination and can have serious workplace implications.

The consumption of alcohol on the School's premises is **not permitted** – except when allowed at specific events, authorised by the Board of Management, the Headmaster or the Bursar. Being drunk, drinking, or taking drugs other than those prescribed for you by a medical adviser, whilst at work, will amount to serious misconduct and disciplinary action will be taken.

If a member of staff, student, parent/carer, or volunteer is considered to be under the influence of alcohol or drugs they will be asked to leave immediately and disciplinary action will be taken.

If a parent/carer is considered to be under the influence of alcohol and/or drugs, and is not fit or safe to be in charge of a child, then the child protection liaison officer will be contacted. An appropriate course of action will be undertaken in line with the Safeguarding Children Policy.

H. Bad Weather

It is understood that on rare occasions adverse weather may affect your ability to travel into work. Obviously, the Board of Management would not expect staff to endanger themselves by travelling into work in extremely adverse conditions. However, it is expected that staff would make every effort to attend work, wherever possible.

I. Employment outside Oakhyrst Grange School

You are expected to be loyal to the stated aims and objectives of the School and may not engage in any outside activity which, in the reasonable view of the Headmaster might interfere with the efficient discharge of your duties or is in conflict with the interests of the School. You should at all times, both in and out of School, uphold the ethos of the School and conduct yourself in a manner consistent with your position of employee of the School. You must notify the School of any outside conduct, activity or circumstances that are likely to either bring the School into disrepute or put into question your suitability for the role at the School.

J. References

All requests for references must be referred to either the Headmaster or the Bursar.

K. The School's property

On leaving the School's employment, for any reason, we require that you immediately return all property including, but not limited to, any documents, hardware or software, keys etc., which are in your possession, or under your control.

Documents and software include (but are not limited to) correspondence, diaries, address books, databases, files, reports, minutes, plans, records, presentations, or any other medium for storing information.

All documentation and employment related items should be returned to the Headmaster on demand.

Reviewed 12/09
Reviewed 04/12
Updated 17.11.14 BD/PC
Reviewed and Updated LR 10/15
Reviewed and Updated 03/18
Updated AG 10/20

Appendix 11

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access our school and to promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

E-Safety Policy

This policy is part of the School's Statutory Safeguarding Policy. Any issues and concerns with E-Safety must follow the school's safeguarding and child protection processes.

Key people / dates

	Designated Safeguarding Lead (DSL) team	Faye Dance, Deputy Head Alex Gear, Headteacher Keith Burke, SLT Roxann Dowling, SLT
	E-Safety officer	Margarita Gorman
	E-Safety / Safeguarding Governor	Brenda Davis, Chair of Governors
	IT Managed Services Provider	XCommunications Limited
	Date this policy was reviewed and by whom	16/11/2021 Margarita Gorman
	Date of next review and by whom	17/05/2022 E-Safety officer

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1. Introduction and Overview

Rationale and Scope

The purpose of this policy is to:

- Safeguard and protect the children and staff.
- Set out the key principles expected of all members of the school community at Oakhyrst Grange School with respect to the use of IT-based technologies.
- Assist school staff working with children to work safely and responsibly with the Internet and other IT and communication technologies and to monitor their own standards and practice.
- Set clear expectations of behaviour and/or codes of practice relevant to responsible use of the Internet for educational, personal or recreational use for the whole school community.
- Have clear structures to deal with online abuse such as online bullying [noting that these need to be cross referenced with other school policies].
- Ensure that all members of the school community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Minimise the risk of misplaced or malicious allegations made against adults who work with students.

The main areas of risk for our school community can be summarised as follows:

Content:

- Exposure to inappropriate content
- Lifestyle websites promoting harmful behaviours
- Hate content
- Content validation: how to check authenticity and accuracy of E-Safety content

Contact:

- Grooming (sexual exploitation, radicalisation etc.)
- Online bullying in all forms
- Social or commercial identity theft, including passwords

Conduct:

- Aggressive behaviours (bullying)
- Privacy issues, including disclosure of personal information
- Digital footprint and E-Safety reputation
- Health and well-being (amount of time spent E-Safety, gambling, body image)
- Sexting
- Express extreme views which others may find offensive, including religious and political ones
- Copyright (little care or consideration for intellectual property and ownership)

Scope:

This policy applies to all members of the Oakhyrst Grange school community (including Governors, staff, pupils, volunteers, parent/carer(s), visitors, community users) who have access to and are users of Oakhyrst Grange IT systems, both in and out of Oakhyrst Grange School.

Roles and responsibilities

This school is a community and all members have a duty to behave respectfully online and offline. To use technology for teaching and learning and to prepare for life after school. To immediately report any concerns or inappropriate behaviour. To protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

Headteacher

- Support safeguarding leads and technical staff as they review protections for pupils in the home and remote-learning procedures, rules and safeguards.
- Foster a culture of safeguarding where E-Safety is fully integrated into whole-school safeguarding.
- Oversee the activities of the DSL and ensure that the DSL responsibilities listed in the section below are being followed and fully supported.
- Ensure that policies and procedures are followed by all staff.
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Partnerships.
- Liaise with the DSL on all online E-Safety issues which might arise and receive regular updates on school issues and broader policy and practice information.
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information.
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and E-Safety roles.
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident.
- Ensure that there is a system in place to monitor and support staff (e.g. network manager) who carry out internal technical online E-Safety procedures.
- Ensure governors are regularly updated on the nature and effectiveness of the school's arrangements for E-Safety.
- Ensure the school website meets statutory requirements (see appendices for website audit document).

Designated Safeguarding Lead / E-Safety officer

- Take day to day responsibility for E-Safety issues and a leading role in establishing and reviewing the school's E-Safety policy/documents.
- Review and update this policy and other online safety documents (e.g. Acceptable Use Agreements).
- Stay up to date with the latest trends in online safeguarding and receive regular updates in E-Safety issues and legislation.
- Promote an awareness and commitment to E-Safety throughout the school community.
- Ensure that E-Safety education is embedded within the curriculum.
- Liaise with school technical staff where appropriate.
- To communicate regularly with SLT and/or Governors to discuss current issues and review incident and filtering logs.

- To ensure that all staff are aware of the procedures that need to be followed in the event of an E-safety incident.
- Facilitate training and advice for all staff. Oversee and discuss “appropriate filtering and monitoring’ with governors and ensure staff are aware.
- Oversee any pupil surveys / pupil feedback on E-Safety issues.
- Liaise with the Local Authority and relevant agencies.

Governors/Safeguarding governor (including E-Safety)

- To ensure that the school has in place policies and practices to keep the children and staff safe.
- To approve the E-Safety Policy and review the effectiveness of the policy.
- To support the school in encouraging parents and the wider community to become engaged in E-Safety activities.
- To ensure appropriate filters and appropriate monitoring systems are in place and pupils are taught about safeguarding including E-Safety as part of providing a broad and balance curriculum.
- The role of the E-Safety Governor will include regular communication and/or review with the E-Safety Officer.

Teachers

- Know who the Designated Safeguarding Lead (DSL) and E-Safety Officer (ESO) are.
- To embed E-Safety in the curriculum.
- To supervise and guide pupils carefully when engaged in learning activities involving E-Safety technology (including, extra-curricular and extended school activities if relevant).
- To ensure that pupils are fully aware of research skills and are fully aware of legal issues relating to electronic content such as copyright laws.

All staff and volunteers

- Understand that E-Safety is a core part of safeguarding and read and follow this policy in conjunction with the school’s main safeguarding policy.
- To read, understand, sign and adhere to the Acceptable Use Agreement (AUA), and understand any updates annually. The AUA is signed by new staff on induction.
- To maintain an awareness of current E-Safety issues and guidance e.g. through Continual Professional Development (CPD).
- To report any suspected misuse or problem to the E-Safety officer.
- To model safe, responsible and professional behaviours in their own use of technology.

Exit strategy

At the end of the period of employment/volunteering to return any equipment or devices loaned by the school. This will include leaving login credentials (e.g. PIN numbers, IDs and passwords) and/or meeting with line manager and IT technician on the last day to allow devices and accounts to be reset or disabled.

ICT Curriculum Lead

- As listed in the ‘all staff’ and ‘teacher’ sections, plus:
- To oversee the delivery of the E-Safety element of the ICT curriculum.

- Collaborate with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with acceptable-use agreements.
- Take advice from Caterham School and Professional bodies.

IT Technican (working in conjunction with the IT Managed Services Provider)

- To report E-Safety related issues to E-Safety officer.
- To manage the school's computer systems, ensuring:
 - The school's password policy is strictly adhered to.
 - Systems such as firewall and anti-virus are in place and up-to-date to block malicious traffic and attack e.g. malwares.
 - web content filtering is applied and updated on a regular basis to block access harmful or inappropriate material.
 - access controls and/or encryption exist to protect personal and sensitive information held on school-owned devices.
- Any misuse and/or attempted misuse of school's technology and online platform, e.g. search engine, is reported to the E-Safety officer/Headteacher.
- To ensure appropriate backup procedures and disaster recovery plans are in place.

Pupils

- To understand the importance of reporting abuse, misuse or access to inappropriate materials.
- To know what action to take if they or someone they know feels worried or vulnerable when using online technology.
- To understand the importance of adopting safe behaviours and good E-Safety practice when using digital technologies out of school and realise that the school's E-Safety policy covers their actions out of school.
- To contribute to any pupil surveys that gathers information of their E-Safety experiences.
- To read and understand the Computing/iPad Classroom Contract.
- To sign with their parents, the Acceptable Use Agreement – Parents and Pupils.

Exit strategy

School leavers are to return any equipment or devices loaned by the school. This will include leaving login credentials (e.g. PIN numbers, IDs and passwords) and/or meeting with Class teacher and/or IT technician on the last day to allow devices and accounts to be reset or disabled.

Parents/Carers

- To read, understand and promote the school's Pupil Acceptable Use Agreement with their children.
- To take responsibility for their children's online behaviour outside school.
- To consult with the school if they have any concerns about their children's use of technology.
- To support the school in promoting E-Safety and endorse the Parents' Acceptable Use Agreement which includes the pupils' use of the Internet and the school's use of photographic and video images.

External groups including Parent groups

- Any external individual/organisation will sign an Acceptable Use Agreement prior to using technology or the Internet within school.
- To support the school in promoting E-Safety.
- To model safe, responsible and positive behaviours in their own use of technology.

Communication

The policy will be communicated to staff/pupils/community in the following ways:

- Policy to be posted on the school website. A copy is held in the school office and staff room.
- Policy to be part of school induction pack for new staff.
- Regular updates and training on E-Safety for all staff.
- Acceptable Use Agreements discussed with staff and pupils at the start of each year.

Handling Incidents

- Staff and pupils are given information about infringements in use and possible sanctions.
- The school will take all reasonable precautions to ensure E-Safety.
- E-Safety Officer acts as first point of contact for any incident.
- Any suspected E-Safety risk or infringement is reported to E-Safety Officer and the Safeguarding Lead that day.
- In addressing E-Safety incidents with pupils and parents, we may not encourage taking pupils' remote devices away or deleting pupils' online accounts, as this may lead to pupils being unwilling to report instances of unsafe behaviour or abuse.
- We encourage parents to monitor their children's online accounts and online behaviour outside school.
- Any concern about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher in which case the complaint is referred to the Chair of Governors and the Local Authority's Designated Officer (LADO).

Review and Monitoring

- The E-Safety policy is referenced in the school's Child Protection and Safeguarding Children policy, Anti-Bullying policy and Behaviour policy.
- The E-Safety policy will be reviewed annually or when any significant changes occur with regard to the technologies in use within the school or changes in legislation.
- There is widespread ownership of the policy and it has been agreed by the SLT and approved by Governors. All amendments to the school E-Safety policy will be disseminated to all members of staff.

2. Education and Curriculum

Pupil E-Safety curriculum

This school:

- Has a clear, progressive E-Safety education programme as part of the ICT curriculum/PSHE and other curriculum areas as relevant. This covers a range of skills and behaviours appropriate to the pupil's age and experience.
- Includes "sexting" as a form of irresponsible and illegal activity, and informs pupils of the personal and legal outcomes of this behaviour, as well as avoiding it.

- Ensures pupils and adults understand that it is wrong to express extremist views which may cause offence to others, including religious and right-wing opinions.
- Lessons should be planned carefully to ensure that they are age appropriate and support the learning objectives for specific curriculum areas.
- Will remind students about their responsibilities when using computers and other devices such as iPads.
- Ensures staff are aware of their responsibility to model safe and responsible behaviour in their own use of technology, e.g. use of passwords, logging-off, use of content, research skills.
- Ensures that staff and pupils understand issues around plagiarism; how to check copyright and also know that they must respect and acknowledge copyright/intellectual property rights.
- Ensure pupils only use school-approved systems and publish within appropriately secure / age-appropriate environments.

Staff and Governor Training

This school:

- Makes regular training, online or in person, available to staff on E-Safety issues.
- Provides, as part of the induction process, all new staff [including those on university/college placement and work experience] with information and guidance on the E-Safety policy and the school's Acceptable Use Agreements.
- Invites governors to attend the school's E-Safety training course.

Parent Awareness

- Provides information via the school website about E-Safety and training, online or in person, is given annually on Safer Internet Day and more often if the school sees fit to do so.
- Reinforces the parents' responsibility to monitor their children's online behaviour outside school.

3. Expected Conduct and Incident Management

Expected conduct

In this school, all users:

- Are responsible for using the school IT and communication systems in accordance with the relevant Acceptable Use Agreements.
- Understand the significance of misuse or access to inappropriate materials and are aware of the consequences.
- Understand it is essential to reporting abuse, misuse or access to inappropriate materials and know how to do so.
- Understand the importance of adopting good E-Safety practice when using digital technologies in and out of school.

Staff and volunteers

- Know to be vigilant in the supervision of children at all times, as far as is reasonable, and uses common-sense strategies in learning resource areas where older pupils have more flexible access.

- Know to take professional, reasonable precautions when working with pupils, previewing websites before use; using age-appropriate (pupil friendly) search engines where more open Internet searching is required with younger pupils.

Parents and Carers

- Should provide consent for pupils to use the Internet, as well as other technologies, as part of the E-Safety Acceptable Use / Online Teaching Agreement form.
- Should know and understand the school's E-Safety policy.

Incident Management

In this school:

- There is strict monitoring and application of the E-Safety policy.
- All members of the school are encouraged to be vigilant in reporting issues, in the confidence that issues will be dealt with quickly and sensitively, through the school's escalation processes
- Procedures for dealing with E-Safety will be mostly detailed in the following policies (primarily in the first key document):
 - Child Protection and Safeguarding Children Policy
 - Anti-Bullying Policy
 - Behaviour Policy (including school sanctions)
 - Acceptable Use Agreements
 - Privacy Policy
- Support is actively sought from other agencies as needed (i.e. the local authority, UK Safer Internet Centre helpline, CEOP, Prevent Officer, Police, IWF) in dealing with E-Safety issues.
- Monitoring and reporting of E-Safety incidents takes place and contribute to developments in policy and practice in E-Safety within the school.
- Parents/carers are specifically informed of E-Safety incidents involving young people for whom they are responsible.
- The Police will be contacted if one of our staff or pupils receives online communication that we consider is particularly disturbing or breaks the law.
- Will immediately refer any suspected illegal material to the appropriate authorities – Police, Internet Watch Foundation and inform the LA.

4. Managing IT and Communication System

Internet Access, Security (Virus Protection) and Filtering

This school:

- Informs all users that Internet/email use is monitored.
- Has Sophos XG Firewall 210 enabled which blocks sites that fall into categories e.g. Nudity, Sexually Explicit, Militancy and Extremist, Intolerance and Hate, Pro-Suicide & Self Harm (Appendix 1)
- Ensures network health through use of Sophos Central Intercept X Endpoint Advance anti-virus software
- Uses Egress secure email/file for 'protect-level' (sensitive personal) data over the Internet.
- Uses encrypted devices or secure remote access where staff need to access 'protect-level' (sensitive personal) data off-site.

Network Management (User access, Backup etc.)

This school:

- Uses individual, audited log-ins for all users.
- Uses guest accounts occasionally for external or short-term visitors for temporary access to appropriate services.
- Has daily incremental and weekly back-up of school data.
- Conforms to the General Data Protection Requirements (GDPR) May 2018 in regards to the storage of data.
- Uses secure, "Cloud" storage for data back-up that conform to DfE guidance with storage hosted within the EU.

To ensure the network is used safely, this school:

- Ensures staff and governors read and sign that they have understood the school's E-Safety Policy.
- Access to the school's network service is through a unique, audited username and password.
- Year 2 – Year 6 classes have their own unique username and password which gives them access to the Internet and other services.
- Makes clear that no one should log on as another user and makes clear that pupils should never be allowed to log-on or use teacher and staff logins.
- Has set-up the network with a shared work area for pupils and one for staff.
- Requires all users to log off when they have finished working or are leaving the computer unattended.
- Ensures all equipment owned by the school and/or connected to the network has up to date virus protection.
- Makes clear that staff are responsible for ensuring that any computer or laptop loaned to them by the school, is used primarily to support their professional responsibilities.
- Maintains equipment to ensure Health and Safety is followed.
- Does not allow any outside Agencies to access our network remotely except where there is a clear professional need and then access is audited restricted and is only through approved systems.
- Has a disaster recovery system in place that includes a secure, remote off site back up of data.
- Our web filtering has been secured to industry and appropriate standards suitable for educational use.
- Our wireless network has been secured to industry and appropriate standards suitable for educational use.
- All IT and communications systems installed professionally and regularly reviewed to ensure they meet health and safety standards.

Password policy

- All staff have their own unique username and private passwords to access school systems.
- All staff and pupils must always keep their passwords private and must not share with others.
- If a password is compromised the school should be notified immediately.

- All staff are advised to use STRONG passwords, a minimum of 8 characters that are a combination of letters (contains both uppercase and lowercase), numbers and symbols (@, #, \$, %, etc.).
- We require staff using critical systems to use Multi-factor authentication (at least 2 or more verification factors).
- We require staff to change their passwords annually.

E-mail

This school:

- Provides staff with an email account for their professional use and makes clear personal email should be through a separate account.
- Uses anonymous or group e-mail addresses, for example info@schoolname.co.uk or head@schoolname.co.uk.
- Will contact the Police if one of our staff or pupils receives an e-mail that we consider is particularly disturbing or breaks the law.
- Will ensure that email accounts are maintained and up to date.
- Uses a number of technologies to help protect users and systems in the school, including desktop anti-virus product, plus direct email filtering for viruses.

Pupils:

- Pupils are taught about the E-Safety and 'netiquette' of using e-mail both in school and at home.

Staff:

- Staff will use our prescribed e-mail system for professional purposes.
- Staff are advised never use email to transfer staff or pupil personal data. 'Protect-level' data should never be transferred by email. If there is no secure file transfer solution available for the situation, and the file must have password-protection enabled.

School website

- The Headteacher, supported by the Governing body, takes overall responsibility to ensure that the website content is accurate and the quality of presentation is maintained.
- The school web site complies with statutory DFE requirements.
- Most material is the school's own work; where other's work is published or linked to, we credit the sources used and state clearly the author's identity or status.
- Photographs published on the web do not have full names attached. We do not use pupils' names when saving images in the file names or in the tags when publishing to the school website.

Cloud Environment

- Only school-approved platforms are used by staff to store pupil work.
- Photographs and videos uploaded to the school's online environment will only be accessible by members of the school community.

Social networking

Staff and Volunteers

- Staff are instructed to always keep professional and private communication separate.

- Teachers are instructed not to run social network spaces for student use on a personal basis or to open up their own spaces to their students, but to use the schools' preferred system for such communications.

Staff will ensure that in private use:

- Staff should not be online friends with any pupil/student.
- They do not engage in online discussion on personal matters relating to members of the school community.
- Staff should not be online friends with any pupil.
- Personal opinions should not be attributed to the school and must not compromise the professional role of the staff member, nor bring the school into disrepute.
- Security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

Pupils:

- Are taught about social networking, acceptable behaviours and how to report misuse, intimidation or abuse through our PSHE and E-Safety curriculum work.
- Sign and follow the pupil's Acceptable User Agreement.

Parents:

- Are reminded that they need to ask permission before uploading photographs, videos or any other information about other people.

Seesaw

This school:

- provides adequate training for staff on the use of Seesaw within the classroom.
- uses Seesaw as a way of providing parents and carers with a window into the classroom
- ensures all staff, parents and carers comply with the OGS Seesaw policy.

Staff:

- Ensure they are aware of up to date information regarding child safety/protection online.
- Use student first names only.
- Use Class Code sign in for students (instead of email/Google sign in).
- Comply with school policy regarding Seesaw use in the classroom.
- Teach students behaviours to keep them safe online. For example: Keeping personal details private.

Pupils:

- Follow guidelines outlined by the teacher to ensure safety online.
- Use the class code to sign in to Seesaw.
- Only use first names when posting items on Seesaw.
- Work is private to the classroom by default.
- Post work in a responsible manner in line with the schools' directions.

Parents

- Are to be familiar with the OGS Seesaw Policy and have signed the SeeSaw parental consent form and Parent/Pupil online learning agreement.

- To create a parent account for their child, which allows access to their child's digital portfolio.
- Are encouraged to comment on their child's digital portfolio.

CCTV

We have CCTV in the school as part of our site surveillance for staff and student safety. The use of CCTV is clearly signposted in the school. We will not reveal any recordings without appropriate permission. We use recording equipment on occasions as a tool to share best teaching practice. We do not reveal any such recordings outside of the staff and will not use for any other purposes.

5. Equipment and Digital Content

Staff use of own personal mobile devices e.g. mobile phones, tablets etc

- Mobile devices brought into school are the responsibility of the device owner. The school accepts no responsibility for the loss, theft or damage of personally-owned mobile phones or mobile devices.
- All staff and visitors are requested to keep their mobile phones on silent
- Where parents or pupils need to contact each other during the school day, they should do so only through the School's telephone.
- Staff may use their phones during break times in the Staff Room or in an appropriate place away from the pupils. Mobile devices are not permitted to be used in certain areas within the school, e.g. changing rooms and toilets.
- Mobile devices will not be used in any way during lessons or formal school time. They should be switched off or silent at all times.
- If a staff member is expecting a personal call they may leave their phone with the school office to answer on their behalf, or seek specific permissions to use their phone at other than their break times.
- Staff, including peripatetic music staff and dance teachers who wish to use their personal mobile device for teaching purposes only (e.g. accompanying music, metronome app, audio recordings for assessments) must seek permission and a written approval from the Headteacher. (See Appendix 2a – Request to use personal mobile device in school)
- The School reserves the right to search the content of any mobile or handheld devices on the school premises where there is a reasonable suspicion that it may contain illegal or undesirable material, including those which promote pornography, violence or bullying and radicalisation. Staff mobile device may be searched at any time as part of routine monitoring.
- Staff should not use personally owned devices to take photos or videos of students and will only use work-provided equipment for this purpose. No images or videos should be taken on mobile devices without the prior consent of the person or people concerned.
- No students should bring his or her mobile device into school. Any device brought into school will be confiscated. However, the School accepts that there may be particular circumstances in which a parent/carer wishes their child to have a mobile phone for their own safety. Therefore, pupils may only bring mobile devices into school for safety reasons e.g. they are walking home from school and parent/carer(s) would prefer them to have a phone as a safety precaution. Parent/carer(s) must confirm this intent in writing. These phones will be stored in the office and be collected by the pupil at the end of the day.

- If a student breaches the E-Safety policy then the mobile device will be confiscated and will be held in a secure place in the school office. Mobile devices will be released to parents or carers in accordance with the E-Safety policy.
- Pupils should protect their phone numbers by only giving them to trusted friends and family members.
- Staff are not permitted to use their own mobile devices for contacting children, young people or their families within or outside of the setting in a professional capacity.
- Where staff members are required to use a mobile phone for school duties, for instance in case of emergency during off-site activities, or for contacting students or parents, then a school mobile phone will be provided and used. In an emergency where a staff member doesn't have access to a school-owned device, they should use their own device and hide (by inputting 141) their own mobile number for confidentiality purposes.
- Bluetooth communication should be 'hidden' or switched off and mobile devices will not be used during teaching periods unless permission has been granted by a member of the senior leadership team in emergency circumstances.
- If a member of staff breaches the school policy then disciplinary action may be taken.

Storage, Synching and Access

The device is access with a school owned account:

- The devices are stored in a secure charging cabinet.
- The device has a school created account and all apps and file use is in line with this policy.
- No personal elements may be added to this device.
- PIN access to the device must always be known by the network manager.

The device is accessed with a personal account:

- If personal accounts are used for access to a school owned mobile device, staff must be aware that school use will be synched to their personal cloud, and personal use may become visible in school and in the classroom.
- Exit process – when the device is returned the staff member must log in with personal ID so that the device can be Factory Reset and cleared for reuse.

Digital Images and Video

In this school:

- We gain parental/carers permission for use of digital photographs or video involving their child as part of the school agreement form when their daughter/son joins the school.
- We do not include the full names of pupils in online photographic materials or in the credits of any published school produced video materials/DVDs.
- If specific pupil photos (not group photos) are used on the school web site, in the prospectus or in other high profile publications the school will obtain individual parental or pupil permission for its long term, high profile use.
- Pupils are taught about how images can be manipulated in their E-Safety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children as part of their computing scheme of work.

- Pupils are advised to be very careful about placing any personal photos on any 'social' online network space. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.
- The school blocks/filter access to social networking sites unless there is a specific approved educational purpose.
- Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they are subject to bullying or abuse.

6. PREVENT

As with other online risks of harm, all staff need to be aware of the risks posed by the online activity of extremist and terrorist groups. Oakhyrst Grange School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment by following our school procedures for reporting E-Safety or Safeguarding and Child Protection concerns.

Reporting Procedure

- Any concerns should be made to the E-Safety officer and recorded.
- This information will be shared with the Designated Safeguarding lead if the issue is of a safeguarding or child protection nature.
- The concern will then be reviewed and any appropriate action will be taken in line with the E-Safety and safeguarding procedures.
- Pupils are taught to raise their concerns with their class teacher, or a trusted member of staff, who will then pass this information on to the E-Safety officer or the Designated Safeguarding Lead as appropriate.

Assessing Risks

- We will take all reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked nature of internet content, it is not possible to guarantee that unsuitable material will never appear on a computer connected to the school network. The school cannot accept liability for any material accessed, or any consequences of Internet access.
- Emerging technologies, such as mobile phones with internet access (smartphones) are not governed by the school's infrastructure and bypass any and all security and filtering measures that are or could be deployed.
- We will regularly audit ICT use to establish if the E-Safety policy is sufficiently robust and that the implementation of the E-Safety policy is appropriate and effective.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- Emerging technologies will be examined by the E-Safety officer and Headteacher for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Any person not directly employed by the school will not be provided with access to any of the school systems with the exception of filtered Wi-Fi access.

Training and Support

Our Designated Safeguarding Lead provides advice and support to other members of staff on protecting children from the risk radicalisation both on and offline. Oakhyrst Grange School ensures that staff understand what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism. We ensure staff have 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. Staff safeguard and promote the welfare of children and know where and how to refer children and young people for further help by making referrals as necessary to Channel.

Created 22/05/2019 HP
Updated 22/05/2021 MG
Updated 16/11/2021 MG

Appendix 1 – Sophos XG Firewall 210 Web Filtering

Sophos XG Firewall 210 Web Filtering allows the block of web content in different ways.

- Matching keyword / specific sites
 - Blacklist- all sites are accessible except the ones that match the keyword(s) are blocked
 - Whitelist- all sites are blocked but only the ones that match the keyword(s) are allowed access.
- Web site category
 - Enables one to select specific categories of web site to block or allow access to

Default Policy		A typical starter policy with options suitable for many organizations			1	Manage	Status
Users	Activities	Action	Constraints				
Anybody	Blocked URLs for Default P...	Block			+	ON	
Anybody	Risky Downloads Suspicious	Block			+	ON	
Anybody	Nudity and Adult Content	Block			+	ON	
Anybody	Not Suitable for the Office	Block			+	OFF	
Anybody	Bandwidth-heavy Browsing	Warn			+	OFF	
Anybody	Unproductive Browsing	Block	Work hours (5 D...		+	OFF	
Anybody	Not Suitable for Schools	Block			+	ON	
	Default action	Allow					
Edit additional settings							

Not Suitable for Schools

<input type="checkbox"/>	Alcohol & Tobacco	<input type="checkbox"/>
<input type="checkbox"/>	Anonymizers	<input type="checkbox"/>
<input type="checkbox"/>	Controlled substances	<input type="checkbox"/>
<input type="checkbox"/>	Criminal Activity	<input type="checkbox"/>
<input type="checkbox"/>	Extreme	<input type="checkbox"/>
<input type="checkbox"/>	Gambling	<input type="checkbox"/>
<input type="checkbox"/>	Hunting & Fishing	<input type="checkbox"/>
<input type="checkbox"/>	Image Search	<input type="checkbox"/>
<input type="checkbox"/>	Intellectual Piracy	<input type="checkbox"/>
<input type="checkbox"/>	Intolerance & Hate	<input type="checkbox"/>
<input type="checkbox"/>	Legal highs	<input type="checkbox"/>
<input type="checkbox"/>	Live audio	<input type="checkbox"/>
<input type="checkbox"/>	Live video	<input type="checkbox"/>
<input type="checkbox"/>	Marijuana	<input type="checkbox"/>
<input type="checkbox"/>	Militancy & Extremist	<input type="checkbox"/>
<input type="checkbox"/>	Nudity	<input type="checkbox"/>
<input type="checkbox"/>	Personals & Dating	<input type="checkbox"/>
<input type="checkbox"/>	Phishing & Fraud	<input type="checkbox"/>
<input type="checkbox"/>	Plagiarism	<input type="checkbox"/>
<input type="checkbox"/>	Pro-Suicide & Self-Harm	<input type="checkbox"/>
<input type="checkbox"/>	Sexually Explicit	<input type="checkbox"/>
<input type="checkbox"/>	Social Networking	<input type="checkbox"/>
<input type="checkbox"/>	Spam URLs	<input type="checkbox"/>
<input type="checkbox"/>	Swimwear & Lingerie	<input type="checkbox"/>
<input type="checkbox"/>	Video hosting	<input type="checkbox"/>
<input type="checkbox"/>	Weapons	<input type="checkbox"/>

Appendix 2 – Staff and Volunteers Acceptable Use Agreement

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access our school and to promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Acceptable Use Agreement

Computing and the related technologies such as email, the internet and mobile devices are an expected part of our daily working life in school. Information Communication Technology (ICT), digital technology and communications system includes a wide range of systems, including mobile and smart phones, digital camera, email, social networking etc. and may also include personal devices when used for school business.

This agreement is designed to ensure that all staff are aware of their professional responsibilities when using any form of Information Communication Technology (ICT). All staff are expected to sign this agreement and adhere at all times to its contents. Any concerns or clarification should be discussed with the E-Safety Officer.

Professional and personal safety

- I understand that I must use school systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. This includes promoting online safety as part of a whole school approach in line with the PSHE curriculum, as well as safeguarding considerations when supporting pupils remotely.
- I understand it is my duty to support a whole-school safeguarding approach and will report any behaviour which I believe may be inappropriate or concerning in any way to the Headteacher or Designated Safeguarding Lead.
- I understand that school systems and users are protected by security, monitoring and filtering services, and that my use of school devices, systems and logins on my own devices and at home (regardless of time, location or connection), including encrypted content, can be monitored/captured/viewed by the relevant authorised staff members.
- I understand that the school's ICT systems are for educational use and I will not use the systems for personal use during work hours.
- I will:
 - protect my login credentials (username/passwords) and other access
 - never share nor use other person's credentials
 - immediately change passwords and notify the Headteacher if I suspect a breach.
 - not store any login credentials where they can be easily accessible by someone else
 - only use strong passwords (in line with the E-Safety policy)
 - not use the same password for other systems
- I am responsible for all activity carried out under my login credentials.
- I will only use the approved, secure email system(s) and address(s) for all school businesses.
- I will immediately report any illegal, inappropriate or harmful material or incident to the E-Safety Officer, Headteacher or follow the guidance in the Safeguarding policy.

Remote Learning

- During remote learning:
 - I will not behave any differently towards students compared to when I am in school. I will never attempt to arrange any meeting, including tutoring session, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.
 - I will not attempt to use a personal system or personal login for remote teaching or set up any system on behalf of the school without the Headteacher's approval.
 - I will not take secret recordings or screenshots of myself or pupils during live lessons.
 - I will conduct any video lessons in a professional environment as if I am in school. This means I will be correctly dressed and not in a bedroom / impossible to tell that it is a bedroom if this is unavoidable (e.g. even if the camera slips). The camera view will not include any personal information or inappropriate objects.
 - I will inform the Headteacher if anything inappropriate happens or anything which could be construed in this way during a live session. This is for my protection as well as that of students.
- I understand that in past and potential future remote learning and lockdowns, there is a greater risk for grooming and exploitation as children spend more time at home and on devices; I must play a role in supporting educational and safeguarding messages to help with this.

Professional in my communications

- I agree to adhere to all provisions of the school Data Privacy Policy at all times, whether or not I am on site or using a school device, platform or network, and will ensure I do not access, attempt to access, store or share any data which I do not have express permission for.
- I will ensure images of pupils and/or staff will only be taken, stored and used for professional purposes in line with the school Privacy Policy and with written consent of the parent, carer or staff member. Images will not be distributed outside the school network or learning platform without the permission of the parent, carer, member of staff or Headteacher.
- I will only communicate with the pupils' parent/carer(s) using the official school system. I will conduct such communication in a professional manner.
- I will not contact or attempt to contact any pupil or to access their contact details (including their usernames/aliases on different platforms) in any way other than school-approved and school-monitored ways. Teaching applications, such as SeeSaw, are allowed with the permission of the Headteacher and parents/carers. I will report any breach of this by others or attempts by pupils to do the same to the Headteacher.

Responsible for my own activity

- I understand that this agreement also applies to when I am out of school.
- I understand that I am a role model and will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including social media, e.g. by:
 - not sharing other's images or details without permission
 - refraining from posting negative, threatening or violent comments about others, regardless of whether they are members of the school community or not.

- I understand the importance of upholding my online reputation, my professional reputation and that of the school), and I will do nothing to impair either.
- I will not support or promote extremist organisations, messages or individuals, nor give them a voice or opportunity to visit the school.
- I will not browse, up/download or send material that is considered offensive, illegal, discriminatory or of an extremist nature by the school.

Safe and secure access to technology

- I will not install any types of hardware and/or software on a computer/device nor alter any computer settings unless this is allowed or with the permission of the Headteacher.
- I will not cause damage to any school equipment and I will immediately report any damage or faults of systems or equipment to the Office.
- When I use my personal mobile devices in school, I will follow the rules set out in the E-Safety Policy and this agreement as if I am using a school mobile device. I will ensure the devices are free from virus and are protected by up-to-date anti-virus software.
- I will not open any hyperlinks or attachments in emails unless the source is known and trusted due to the risk of virus or harmful programs.
- I will never use school devices and networks/internet/platforms/other technologies to access material that is illegal or in any way inappropriate for an education setting. I will not attempt to bypass security or monitoring and will look after devices loaned to me.
- I will not store school-related data on personal devices, storage or cloud platforms. USB keys, if allowed, will be encrypted.
- I will ensure that sensitive/personal data, such as data held on Double First Engage, is kept secure and is used appropriately whether in school, taken off the school premises or accessed remotely. Sensitive/personal data can only be taken out of school when authorised by the Headteacher.
- The transfer of digital sensitive/personal data outside the school’s secure local network, it must be encrypted.

I understand that breach of this AUP and/or of the school’s full Online Safety Policy here may lead to appropriate staff disciplinary action or termination of my relational with the school and where appropriate, referral to the relevant authorities

I agree to follow this code of conduct and to support the safe use of ICT throughout the school.

Full Name: _____ (printed)

Job Title: _____ (printed)

Signature: _____ Date: _____



Oakhyrst Grange School

Appendix 2a -Request to use personal mobile device in school

Name:	
Job Title:	
Mobile device (make and model):	
WiFi Only device:	Yes / No
If not, please specify mobile number:	
Period I will be using my own device:	From (dd/mm/yyyy): To (dd/mm/yyyy):
Reason(s) for using personal device: Please include name(s) of software and/or applications	
Any pupil's information kept on the device (e.g. personal information, statistics, photos, audio, video etc.)	Yes / No
If so, please specify and include how long will the information be kept on the mobile device:	

I have read and understand the Staff AUA and the school's full Online Safety Policy. I will only use my personal device for the reason(s) stated above and I fully understand that I am ultimately responsible for my own actions

Signature: _____ Date: _____

Approved by:

Signature: _____ Date: _____

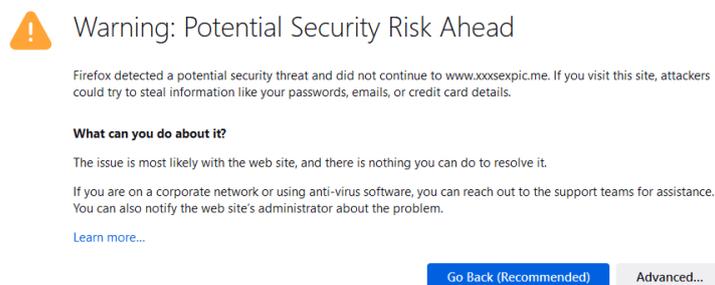
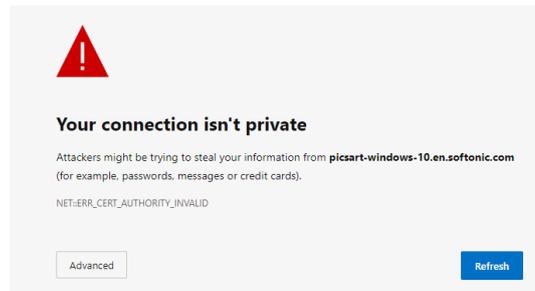
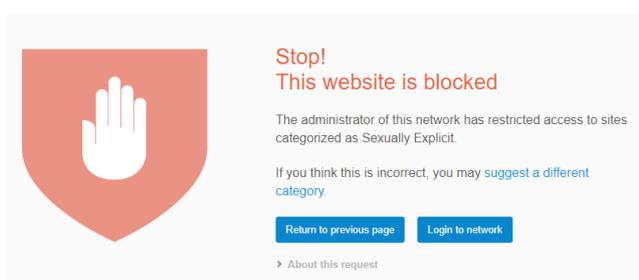
Name and title: _____(printed)

Appendix 3 - Acceptable Use Agreement – Parents and Pupils

Oakhurst Grange School provides access to networked computers to support pupil's academic work. Our Acceptable Use Agreement is an extension to the behaviour guidelines. It includes guidelines for the safe and responsible use of the network and the Internet as well as school online platforms that include but are not limited to Tapestry, Seesaw, Zoom, Teams and any other app or website that the children or parents access to communicate with staff or access work set by teachers. It also identifies activities that constitute an abuse of our ICT facilities. This agreement is reviewed annually. Please refer to our E-Safety Policy which is available on the School Website for your inspection.

Acceptable Use Agreement – Parents

1. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate material. We consider pupil behaviour and have appropriate policies to manage inappropriate behaviours. We have systems in place including web filtering whereby we monitor pupil access to the internet. The school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.



Examples of website content which has been blocked

2. I will promote positive online safety and will follow the school's E-Safety policy which can be found on the schools website. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety.
3. I will model safe, responsible and positive behaviours in my own use of technology, including on social media, including not sharing other's images or details without permission and refraining from posting negative, threatening comments about others including the school staff, volunteers, governors, pupils or other parent/carer(s).

4. I will not share images of other people's children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous.
5. I understand that my child needs a safe and appropriate place to do remote learning if school or bubbles. I will ensure that a sensible place to work in is provided for my child which ideally is a living room or communal area (not a bedroom or bathroom).
6. I will ensure that my child is dressed appropriately for all lessons as they would do at school.
7. I will ensure that my child has all the tools needed in advance of a lesson, so that they do not need to leave the session at any point.
8. I will not under any circumstances share ID numbers, passwords, barcodes or any other online codes given to my child to access any online teaching or learning. I will ensure my child uses their first name only in Zoom conversations.
9. I will never take photos, screenshots, recordings or videos of teachers or my child's classmates during face-to-face lessons.
10. I will not download or record content from the schools online learning platforms or post them on social media.
11. I will ensure that my child joins the lessons at the times I have been given and if my child is unable to join the session for any reason, I will let the teacher know in advance via email where possible.
12. At the start of each online learning session, I will ensure that the class teacher is present, and my child can hear and speak with them.
13. I will ensure that I have secure and updated end-point virus protection for my PC/laptop and the appropriate security controls are in place for internet use (filters for blocking inappropriate websites).
14. I understand that the class teacher will keep a register of attendance at all Zoom online learning sessions.
15. I will allow my child to use the audio and video functions during the online learning sessions.
16. I understand that SeeSaw is a closed school system open to my child, their classmates and the teacher that is used to communicate with both parents and children regarding online learning. Information about SeeSaw can be found by at <https://web.seesaw.me>. I understand that Seesaw is a. I will make sure that I oversee my child's learning by signing up to the Family Seesaw Account. I understand the importance of reading the Seesaw Privacy Policy <https://web.seesaw.me/privacy>
17. Tapestry is an online learning platform and is used for observation purposes in the EYFS. Their privacy policy can be viewed here <https://tapestry.info/privacy-policy.html>
18. I understand the importance of reading the Zoom Privacy Policy that can be found here <https://zoom.us/privacy>
19. I understand and support the commitments made by my child in the Acceptable Use Agreement, which s/he has signed.
20. Educating pupils on the dangers of technologies that may be encountered outside school is done informally when opportunities arise and as part of the Computing and PSHE curriculum. Online bullying (or Cyber-bullying) is part of our anti-bullying policy and is covered as part of ICT and PSHE teaching. During PSHE lessons and in assemblies across the school, pupils are made aware of the impact of online bullying and know how to seek help if they are affected by these issues from parents, teachers or staff members. Children are also made aware of organisations for support such as ChildLine/ Child Exploitation and Online Protection Centre (CEOP). The E-Safety policy and Acceptable Use Agreement will be discussed with the children as part of their ICT/ Computing education.

By completing the bottom of this form, I give consent for my child to use Zoom and Seesaw. I (as the parent) agree to follow this code of conduct and to ensure that my child is fully aware of the rules and expectations of their behaviour whilst using the online learning platforms.

If I want to report a concern or incident regarding the delivery of online learning, I will contact the school directly and ask to speak to a member of the Safeguarding Team.

Following General Data Protection Regulations 2018 we want you to know that Oakhyrst Grange School respects the information we hold on you and your child and that we take the security of the information very seriously. The Privacy Policy on our website provides more information on the data we hold on you, what we do with that data and who we share your data with, together with your new rights under GDPR.

I have read and understood this agreement.

Parent/Guardian Signature: _____

Full name: _____ Date: _____

Acceptable Use Agreement – Pupils

We will aim to keep you accessing learning and teaching if ever we have to move to online lessons. If this is the case then staff will be working hard to continue to provide you with lessons via our online learning platforms that include, but are not limited to Tapestry, Seesaw, Zoom, Teams and any other app or website that the children or parents access to communicate with staff or access work set by.

Before we start using any of the online learning platforms, we are asking all of your parents to read, discuss with your and sign an Acceptable Use Agreement of their own which outlines the expectations of parents whilst using any online learning platforms. This is the pupil version of the Acceptable Use Agreement. If we do not receive your consent, the learning on any of these platforms will not go ahead for your child.

1. I will not behave differently when I am learning at home, so I do not say or do things I would not do in the classroom, nor will teachers or tutors. If I am asked or told to do anything that I would find strange in school, I will tell another teacher. I will always behave sensibly and ensure that I treat myself and others with respect when I am online. I will never use the internet to bully anyone. Even though I am working outside of the classroom, I will aim to be positive and creative, to learn and share, to develop new skills and to prepare for the future. I understand that during the use of online learning the school behaviour policy will still be adhered to. I understand that these rules are designed to help keep me safe.
2. I understand that all school devices and systems may be subject to monitoring, including when I am using them at home and they are provided primarily for academic use. I will not use them for personal or recreational use unless I have permission.

3. I will choose a sensible place to work from and will dress appropriately for my lessons.
4. I will keep my username and password safe and secure. I will not share it nor will I use other person's username and password.
5. I will not under any circumstances share the ID number or password given for Zoom to anyone else or share it online. I will not under any circumstances share my login code or barcode (or text code) with anyone else or post it on social media. Nor will I give out private information e.g. my address, phone number, photos, videos unless a teacher or my parent/carer(s) says it is okay.
6. I understand that in the first online learning session using Zoom, my teacher will discuss the rules and expectations whilst we use this platform. I will make sure that I have all the tools I need in advance, so that I do not have to leave the session and interrupt the flow of the lesson. I will only use my first name and others first names in Zoom communications.
7. I will join the lessons at the times I have been given and if I am unable to join the session for any reason, I will ask my parents to contact my teacher to let them know (where possible).
8. I will not alter the settings of school devices and systems.
9. I will only use my own devices e.g. USB Memory sticks in school if I have prior permission from a teacher.
10. I will never take photos, screenshots, recordings or videos of teachers or classmates during face-to-face sessions.
11. I will complete exercises as directed by my teacher and upload completed work or ask my parents to email the work (when requested) set by my teacher.
12. I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
13. User's files may be monitored and deleted if they are considered inappropriate, pose a security I will not share or say anything that I know would upset another person or they would not want shared. I know anything I do can be shared and might stay online forever even if I delete it. If a friend is worried or needs help, I will remind them to talk to a teacher or my parent/carer(s). or even do it for them.
14. I follow age rules – 13+ and 18+ games and apps are not good for me so I do not use them – they may be scary, violent or unsuitable.
15. I will not download copyright-protected material (text, music, video etc.), and I will avoid plagiarism. I will not browse, download, upload, post, share or forward material that could be considered offensive, harmful or illegal. If I accidentally come across any such material, I will report it immediately to my parent/s or my teacher.
16. I will be careful when opening files and attachments, checking for viruses etc. If I am unsure, I will never open a file, hyperlink or any other attachment. I do not click on unexpected links or popups, and will not download any form of streaming media or install programs when unless I have permission from a teacher or my parent/carer(s).
17. The messages I send or information I upload, will always be polite and sensible. I understand that all messages I send, reflect on me and the school.
18. I will not access to chat rooms, discussion groups, bulletin boards and social networking sites in school.

19. I will only communicate with people I already know and have met in real life and that my parent/carer(s) knows about it. I will always check with my parent/carer(s) before I video chat with anybody.
20. I know I cannot believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure, I ask a teacher or my parent/carer(s). I do not have to do something just because someone dares or challenges me to do it, or to keep a secret. If I am asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a teacher or my parent/carer(s) immediately. I will immediately report any unpleasant or inappropriate material or anything I see or read online that makes me feel uncomfortable to a teacher or my parent/carer(s).

Sanctions

Any pupil found behaving irresponsibly and not complying with these guidelines will be reported to the Deputy Head. Further sanctions as referred to in the E-Safety policy will be applied if necessary.

I have read and understood this agreement.

Name of Pupil: _____

Pupil Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Appendix 12

WHISTLEBLOWING POLICY

Oakhurst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhurst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Staff ¹ must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk. This policy should be seen in close conjunction with our Safer Recruitment Policy and our Safeguarding Policy.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children and young people need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What stops people from whistle blowing

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Approach your immediate manager, Headteacher, or the Designated Safeguarding Leaders (DSL).
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chairman of Governors or the Designated Governor with responsibility for Safeguarding or the Local Education Officer for your area²
- Make sure you get a satisfactory response - don't let matters rest.
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can. It is important to keep a clear record of your concerns and actions. Be sure to date and time any notes that you take.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

What happens next

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional

competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager and/or your professional association or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Updated and Reviewed 18.1.16 AG
Updated and Reviewed 18.1.17 AG
Updated and Reviewed 26.1.18 AG
Updated and Reviewed 25.2.19 AG
Updated and Reviewed 9.10.2020 AG
Reviewed 11.01.2022 AG

¹ Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the LA

² LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006. SE Surrey LADO Tel 0300 123 1650 Option 3.
Oakhyrst Grange School Chair of Governors brenda.davis@oakhyrstgrangeschool.co.uk

Brook Sexual Behaviours Light Tool



SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiously about other children's genitals
- attempting to touch or curiously about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

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 Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health, (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

Limited Company registered in England and Wales, number 2466940. Registered Charity in England and Wales, number 703015. Registered Charity in Scotland, number SC045788.

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

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Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

What is green behaviour?

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- reflective of natural curiosity, experimentation, consensual activities and positive choices

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

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- of potential concern due to activity type, frequency, duration or context in which they occur

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- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

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What can you do?

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What can you do?

Red behaviours indicate a need for immediate intervention and action.

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Appendix 14

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COVID-19 Policy

POLICY AIM:	To ensure that the risks of Covid presented to pupils, staff and visitors are reduced to an acceptable level.
POLICY OBJECTIVES:	To conduct all our activities safely and in accordance with legislative standards and in consideration of government guidance To provide safe working and learning conditions To ensure a systematic approach to the identification of risks and the allocation of resources to control them To openly communicate on health safety and welfare
POLICY STATEMENT:	Oakhurst Grange School recognises and accepts its responsibility as an employer and provider of services and will provide a safe and healthy workplace and learning environment for all staff, pupils and such other persons as may be affected by its activities. We will adopt health and safety arrangements under Covid in line with Health & Safety legislation, and in consideration of government guidelines. Good health and safety management will be an integral part of the way that the school operates and will be considered across all work activities and across the wide range of educational activities delivered.

THE SCHOOL WILL:

- Apply and communicate sensible risk management and safe working practices. This will involve:
 - Regular assessment of hazards and associated risks
 - Implementing preventive and protective control measures against those risks to an acceptable/ tolerable level
 - Monitoring the effectiveness of those measures by senior leaders
 - Provision of information, instruction, training and protective equipment to staff (and pupils where required)
 - Review of risk assessments, policies, procedures and practices at regular interval and where additional information is gained through changes in government guidance, monitoring or following an incident.
- Ensure adequate ventilation is observed and understood across the site and in all buildings
- Maintain an appropriate hygiene regime to be followed by all pupils, staff and visitors
- Operate an enhanced cleaning regime for the duration of Covid
- Ensure that staff are informed and instructed to ensure competence and awareness of health & safety precautions required during Covid

- Educate pupils about Covid and encourage and re-assure them about the measures in place to protect themselves from it.
- Require all employees and encourage and support all pupils to show a proper personal concern for their own safety, and for that of the people around them.
- Require staff to exercise increased due care and attention and observe safe working methods.
- Communicate regularly and effectively with staff and parents about the school's response to Covid
- Put in place any flexible working arrangements needed to support delivery of education during Covid including where necessary staggered start/end times
- Any children self-isolating to be able to access seesaw curriculum delivery.
- Put in place measures to check on staff wellbeing (including for leaders).
- Draw up contingency plans for:
 - Someone falling ill or demonstrating symptoms on site
 - Deep cleaning in the event of an outbreak of Covid on site
- Provide appropriate personal protective equipment (PPE) as required by staff.

Links with:

Infection Control - Oakhyrst Staff information
 Health & Safety Policy
 Medical and First Aid Policy
 System of Controls – Oakhyrst Staff Information

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