



# 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 school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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**Oakhurst Grange School**  
**Child Protection and Safeguarding Children Policy**

Lead DSL – Miss Faye Dance, Deputy Head, SLT and Year 5 Teacher:  
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Deputy DSL – Mr Alex Gear, Headmaster and SLT: [head@oakhurstgrangeschool.co.uk](mailto:head@oakhurstgrangeschool.co.uk)

DSL Officer – Mr Keith Burke, Year 3 Teacher and SLT:  
[keith.burke@oakhurstgrangeschool.co.uk](mailto:keith.burke@oakhurstgrangeschool.co.uk)

DSL Officer – Mrs Paula Pumphrey, PSHE and Games Teacher:  
[paula.pumphrey@oakhurstgrangeschool.co.uk](mailto:paula.pumphrey@oakhurstgrangeschool.co.uk)

Chairman of Governors/Child Protection Governor – Mrs Brenda Davis:  
[brenda.davis@oakhurstgrangeschool.co.uk](mailto:brenda.davis@oakhurstgrangeschool.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](mailto:LADO@surreycc.gov.uk)

Multi-Agency Safeguarding Hub (MASH): 0300 470 9100 or 01483 517898  
Email: [csmash@surreycc.gcsx.gov.uk](mailto:csmash@surreycc.gcsx.gov.uk)

Early Help Co-ordination Hub (South East Hub): 01737 733944  
Education Safeguarding Advisor for Surrey: Jane Dufton, Elisabeth Clark and Adam Colwood.

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[adam.colwood@surreycc.gcsx.gov.uk](mailto:adam.colwood@surreycc.gcsx.gov.uk)

## **Resources**

- Keeping Children Safe in Education September 2018 (KCSIE)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741315/Keeping\\_Children\\_Safe\\_in\\_Education\\_2018\\_Part\\_One\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741315/Keeping_Children_Safe_in_Education_2018_Part_One_14.09.18.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](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](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](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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.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, Code of Conduct, Whistleblowing and IT 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 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 and support emerge 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 2018 'Working Together to Safeguard Children' July 2018, 'The Prevent Duty: Departmental Advice for Schools and Childcare Providers' June 2015, Surrey Safeguarding Children Board Procedures<sup>1</sup> 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 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

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<sup>1</sup> The Surrey Safeguarding Children Board Procedures are only available online at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)

suitability, including verification of their identity, qualifications, staff suitability form, prohibition checks and a satisfactory DBS check (according to guidance)<sup>2</sup>, 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 every 3 years
- 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

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<sup>2</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

- 2.1.2 The Lead DSL is Miss Faye Dance, Deputy Head and Year 5 Teacher. The Deputy DSL is Mr Alex Gear, Headmaster. 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@oakhurstgrangeschool.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 2018) Part 1 and Annex A, '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 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.
- 2.1.8 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of the Awareness Raising pack.
- 2.1.9 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.
- 2.1.10 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.11 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.12 Child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>3</sup> 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)<sup>4</sup> 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.
- 2.1.13 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 of the need to make a clear statement outlining the details of said crime.

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

<sup>4</sup> Contact the LADO for guidance in any case

- 2.1.14 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.
  - 2.1.15 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.
  - 2.1.16 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.
  - 2.1.17 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 with regard to safeguarding children at Oakhyrst Grange School.
  - 2.1.18 All members of staff, volunteers and governors are prepared to refer directly to the MASH and the Police if appropriate if there is a risk of significant harm and the DSL or their Deputies are not available
  - 2.1.19 All members of staff, volunteers and governors shall read and ensure they have an understanding of 'KCSIE Part 1 and Annex A' September 2018 and 'What to do if you are worried a child is being abused' March 2015.
  - 2.1.20 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.
  - 2.1.21 All members of staff and volunteers should ensure that they have updated Safeguarding training every 3 years.
  - 2.1.22 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.
  - 2.1.23 All members of staff, volunteers and governors should understand the importance of treating information with confidentiality but never promise to "keep a secret".
  - 2.1.24 All members of staff, volunteers and governors know who the DSL and Deputy DSLs are and how to contact them.
  - 2.1.25 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.
  - 2.1.26 All staff foster a sense of belonging and community for the children as we are the Oakhyrst Grange School family.
  - 2.1.27 All staff have an understanding that pupils with SEND are more at risk from suffering abuse and can face additional safeguarding challenges.
  - 2.1.28 Oakhyrst Grange School contributes to inter-agency working in line with the 'Working Together to Safeguard Children 2018' guidance.
- 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, with the DSLs' names clearly displayed, and advised of where the hard copy is 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 MASH<sup>5</sup>, 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 MASH 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 25<sup>th</sup> 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 Part 1 including Annex A' September 2018 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 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 2018 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.

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<sup>5</sup> All new referrals go to MASH 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.

- 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 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.

3.2 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 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 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.
  - 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 9)

## **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.<sup>6</sup>
- 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 2015).
- 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 MASH.

## **7.0 Child Protection Procedures**

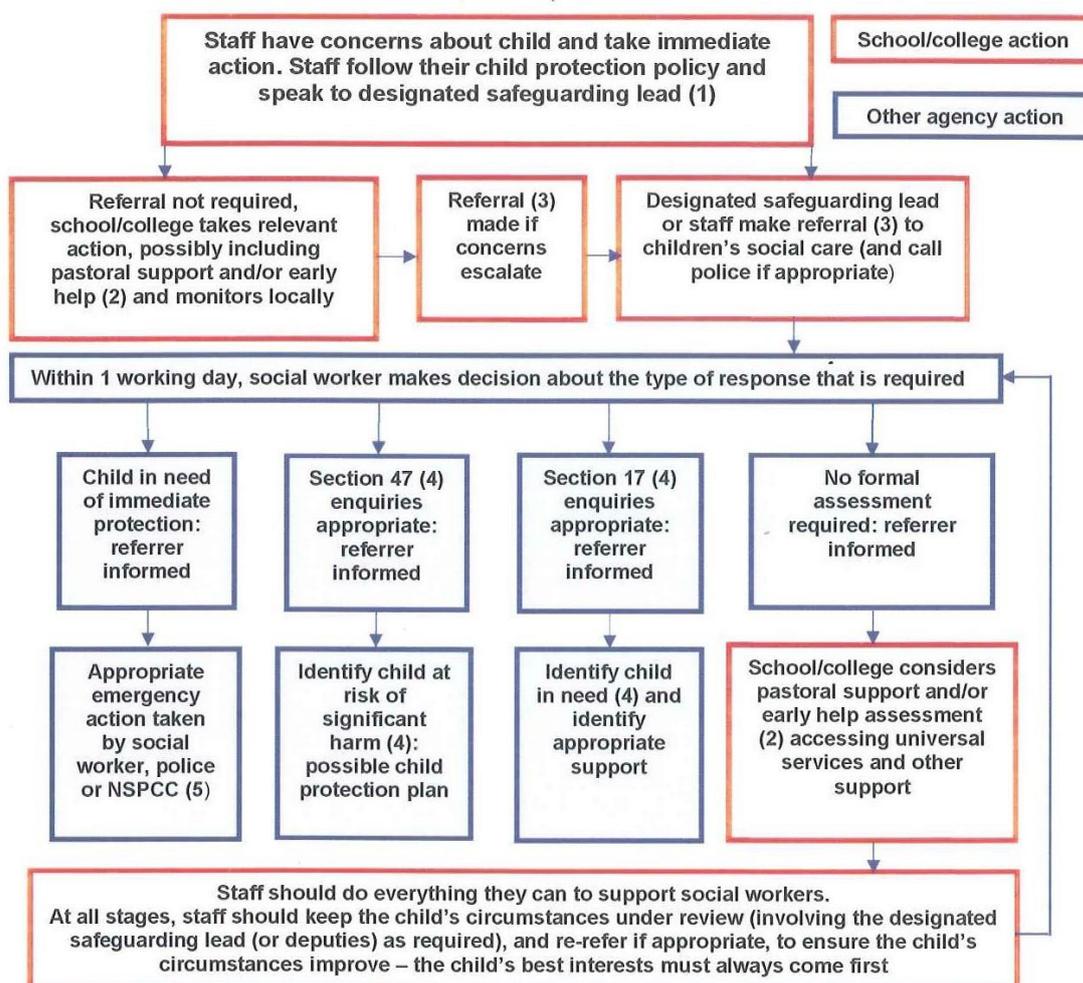
- 7.1 The following procedures apply to all staff and volunteers at Oakhyrst Grange School.

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<sup>6</sup> 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

- 7.2 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.
  - 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 MASH 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 MASH directly if there is potential for immediate harm or risk.
- 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 MASH 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 MASH 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 MASH 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 MASH or police. If you are dissatisfied with the level of response, you should press for reconsideration.
- 8.5.5 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.
- 8.5.6 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.

### **8.5.7 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 5)
- 10.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>7</sup>
- 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 DSL<sup>8</sup>.
- 10.6 The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)<sup>9</sup>
- 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.

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<sup>7</sup> 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>

<sup>8</sup> or Chair of Governors in the event of an allegation against the Headmaster

<sup>9</sup> Duty LADO 0300 123 1650

- 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.
- 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 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.
- 11.2 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.
- 11.3 We understand that sexual harassment and sexual violence can occur both online and offline and be both physical and verbal.
- 11.4 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.
- 11.5 Staff making a report of sexual violence or sexual harassment will follow the guidance in the Child Protection Procedures section of this policy.
- 11.6 The Brook Traffic Light Tool (Appendix 10) is a system used to categorise the sexual behaviours of young people and is designed to help professionals make decisions about safeguarding children.
- 11.7 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.
- 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 4).
- 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 2018 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 2018 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 2018 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.<sup>10</sup>

## **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.

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<sup>10</sup> '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>

## **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 and Selection \**  
*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*  
*Physical intervention*  
*Intimate Care*  
*Email, Internet, Computer, Social Media and use of other systems\**  
*Risk Assessment*  
*Grievance Procedure*  
**\*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

#### **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).

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).

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](http://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 physiological needs likely to result in the serious impairment of the child’s health or development (KCSIE September 2018).

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### **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 MASH.

## **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 [fm@fco.gov.uk](mailto:fm@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).

#### **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 Leon, 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

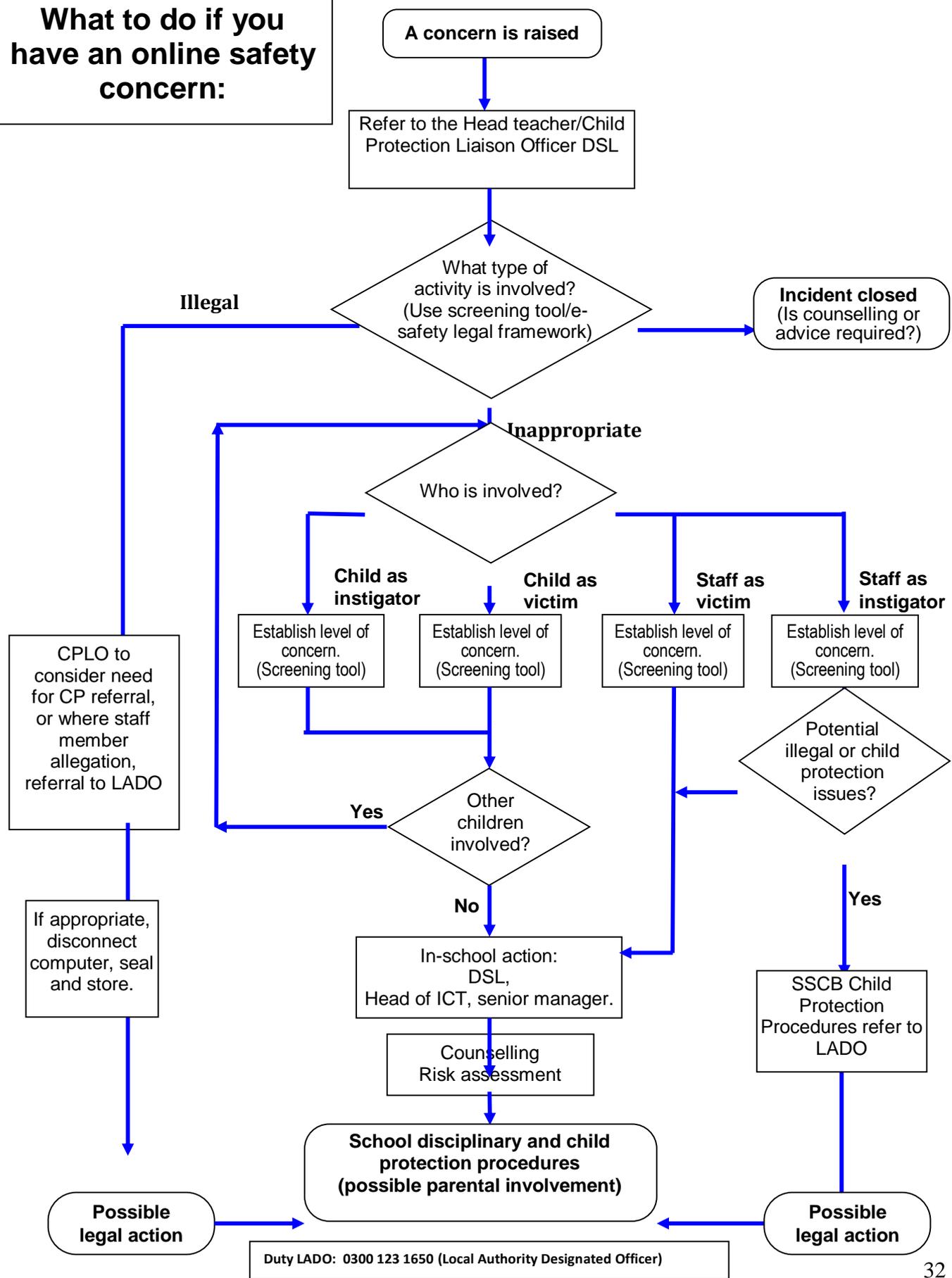
As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

### 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

**What to do if you have an online safety concern:**



## Appendix 4

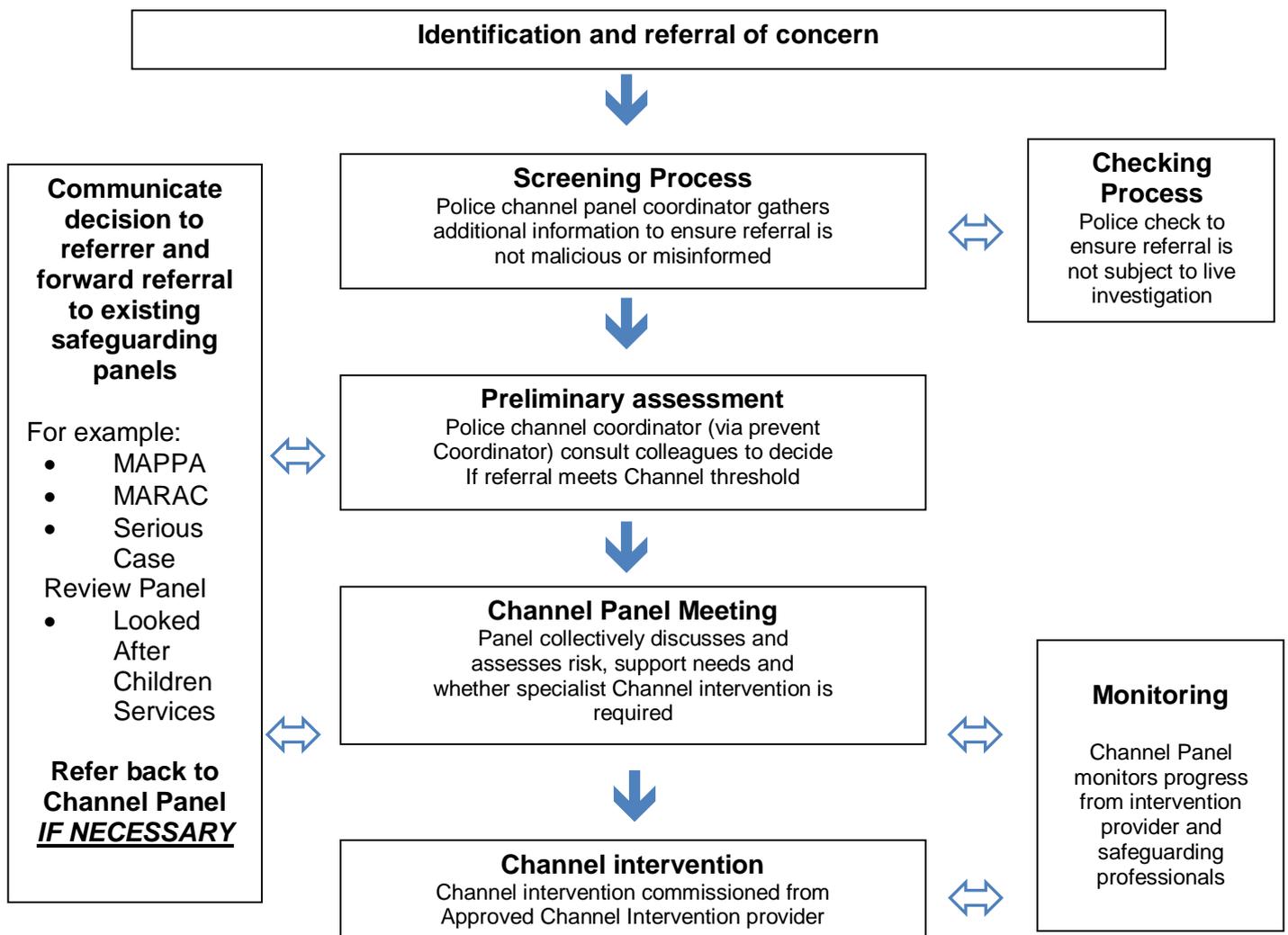
### Channel Panel

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 5

### 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 Headmaster or the Headmaster.

#### **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 receiving 25, 50 or 100 house points are rewarded with signed certificates and pencils and a badge for receiving 100 house points.

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. Please see the website downloads for details.

## ***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.

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 Headmaster 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:

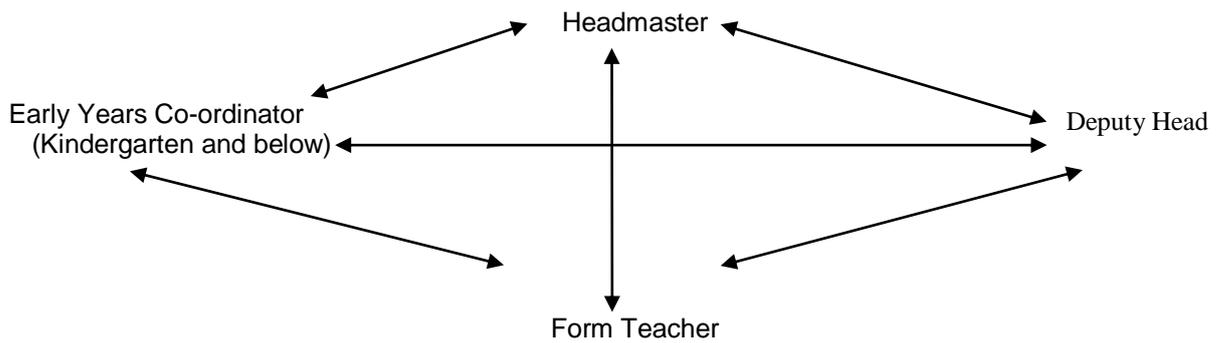
- A serious incident, such as a violent, physical attack or victimisation.
- Bullying.
- Seriously and continually disrupting other pupils' ability to work.
- Persistent anti-social behaviour.
- Endangering the safety of others.
- Seriously and continually disobeying school guidelines.

### **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 Headmaster will inform the Board of Management of all intended temporary and permanent exclusions.

Issued 05/99  
Updated 01/06  
Updated AG 09/09  
Updated AG 05/10  
Reviewed AG 09/11  
Reviewed JV 02/12  
Reviewed and updated JV 11/12  
Reviewed and updated AG 5.11.12  
Reviewed and updated AG 3.10.13  
Reviewed and updated AG 17.10.13  
Reviewed and updated AG 15.09.14  
Updated 01/15 (following inset) AG  
Reviewed AG 18.01.16  
Reviewed and updated AG 10.06.16  
Reviewed FD/AG 06.11.17

## **Appendix 6**

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.

### **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 Headmaster will talk to class teacher and/ or support staff to establish what has happened and will contact the police and the child's parents immediately, alarming them as little as

possible. Parents should be asked to bring a recent photograph of the missing child.

- 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

## Appendix 7

### 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 and 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 it 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 Jan 18 LR

## 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.

### STAFF CODE OF CONDUCT POLICY

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.

#### 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.

### **ii. 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

### **iii. 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.

**iv. 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 DSL 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

## Appendix 9

### **E-Mail, Internet, Computer, Social Media and Use of Other Systems 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 policy refers to the use of the School's ICT and telecommunications systems, including desktop computers, laptop computers, telephones, fax machines, all platforms that provide a mobile phone service, e-mail and the internet, and sets out our code of conduct in the use of these. All staff are required to sign the E-Safety Computing Acceptable Use Policy on joining the school.

Technology and its application is changing rapidly and therefore, this policy may not be definitive. However, it is expected that you will comply, at all times, with the appropriate use of the School's ICT equipment and systems and conduct yourself in a trustworthy and appropriate manner so as not to discredit, or bring the School, your colleagues, or parents, into disrepute.

If you are unsure about anything you propose to do, which might breach this policy, you must speak to the Headmaster, the Deputy Head or the Bursar.

#### **A. General guidance**

It is important that the School's ICT equipment and systems are used in an appropriate manner and everyone is expected to adhere to the following general guidelines:

- Consider if email is the most appropriate method of communication for you to use. Email is not the same as face-to-face communication and can easily be misconstrued.
- Under data protection legislation all documentation (including received, sent and deleted emails) is potentially disclosable in the event of a complaint against us by a parent, or disciplinary action by a member of staff, so always be sure that email is the most appropriate method of communication and that your language is appropriate and relevant.

- When communicating via email the School expects you to communicate with colleagues and parents in line with the School's expectations of courtesy, care, co-operation and consideration.
- When sending emails and file attachments, ensure they go only to people to which they are directly relevant.
- If you receive an attachment in an email from an address you do not recognise or it is of a suspicious nature and has not been "spammed out", do not open the attachment and inform the Deputy Head and the Headmaster immediately.
- Do not write anything in an email that you would not wish to say to the recipient face to face. Use humour sparingly as it is easy to misinterpret the tone in email communications. Please remember that the email may be forwarded to third parties.
- If you receive a particularly annoying email, either sleep on it, or give it some thought before replying. If you're in doubt as to how your response will be received, don't send it!
- From November 2017 the School ordered and implemented the use of iPads for teaching and learning. The staff are made aware that it is their responsibility to use this equipment appropriately. On no account must an iPad be taken into the children's changing areas.

## **B. Use of IT Equipment and Systems**

Inappropriate use of the School's ICT equipment and systems can result in, amongst other things:

- Claims being brought against the School because the reputation of other individuals or organisations has been damaged.
- Harassment and discrimination claims being brought against the School (as a result of communicating offensive or other inappropriate material).
  - Contracts being accepted or entered into in error, on behalf of the school.
- The introduction of viruses to the School's network.

## **C. Email, Internet and Social Media Use**

As a general rule the School's ICT equipment and systems are to be used solely for business purposes. However, some limited use may be permitted provided that:

- This is minimal and only takes place outside working hours (i.e. before or after work, Monday to Friday, or during any permitted breaks).
- The usage does not affect or interfere with your performance or the School's business.

- You do not enter into any contracts or commitments in the name of, or on behalf of, the School.
- The usage does not commit the School to any financial costs.
- The usage conforms to the guidelines set out in this policy.
- You do not externally advertise personal goods or services.

You must never send emails and/or access the Internet from another person's computer, and/or access the Internet and/or send emails under anyone's name, other than your own.

The email system may be used as a means of effective business communication, however, you should remember that it may not always be appropriate to communicate by email and on occasions, a telephone call or a face-to-face discussion may be more appropriate.

Both words and pictures transmitted by email can be defamatory, discriminatory and/or libellous and you must not put any such material into the School's network, without prior consent of either the Headmaster or the Deputy Head.

You are also reminded that emails are a permanent form of communication and the School may be required to disclose email messages in any legal proceedings relating to their subject matter, for example, a discrimination claim. The deletion of a message or file will not fully eliminate it from our ICT systems and it continues to be traceable.

The School will not tolerate harassment or bullying in any form whatsoever and will not accept conduct, which is not in line with our values and standards. This includes any material accessed via our ICT systems. You must not access, publish or distribute any material that contravenes our policies on discrimination, harassment or bullying. This includes, but is not limited to, material, which is obscene or offensive or encourages discrimination on racial or ethnic grounds, gender, sexual orientation, marital status, age, disability, and political or religious belief, or beliefs of a similar nature.

There are effective filters in place. However, you must not deliberately visit, view, download, print, copy or disseminate any of the following material:

- Obscene, pornographic or sexually explicit material.
- Terrorism or cults.
- Controlled drugs.
- Extreme material, which may be likely to cause offence to another person.
- "Hate sites" (racial or other).
- Gambling.
- Criminal "skills", including hacking.

- Chat sites or on-line discussion sites.
- Jokes or chain mail.

The use of Social Media sites (Facebook, Myspace and Twitter) has and will continue to increase. OGS advises all staff to use such system in an informed manner. Any reference direct or indirect to either the School, or a member of staff, must be carefully considered. The school reserves the right to ask for any comments/postings to be altered or removed that it considers inappropriate which make reference to any member of the school, or the School itself either directly or indirectly. Staff are not permitted to communicate with parents, pupils or third parties in relation to any issue concerning the school on any social networking site or related facilities. For example communication via Facebook and Twitter is prohibited.

If you are aware of a colleague, or you reasonably suspect a colleague of acting in breach of this policy, you must report this immediately to the Headmaster.

Inappropriate use of the School's IT equipment and systems may expose both you and the School to court proceedings including criminal liability. You will be held responsible for any claims brought against the School as a result of your unauthorised use of the School's IT equipment and/or systems. Such unauthorised use or other breach of this policy is a disciplinary offence, which may lead to dismissal.

#### **D. Telephone and mobile phone use**

The use of the School's telephone systems is authorised for business-related activities. Whilst limited personal use may be permitted with the agreement of the Headmaster, excessive use and abuse of the all communication systems will be considered a disciplinary offence.

The use of private mobile phones during school time is considered inappropriate as it may impinge on your ability to perform your duties in a proper and thorough manner. The use of mobile phone is only considered acceptable in the case of emergencies.

Mobile phones should be kept either in your handbag or in a locked desk drawer during teaching hours. In the event that you do not have a secure place in your classroom, please leave your mobile phone in your car.

## **E. Monitoring and processing of data on IT systems and other communication systems**

You should be aware that if inappropriate use of ICT systems is suspected, the School reserves the right to conduct random monitoring of communications, regardless of whether the use is business or personal.

The School will lawfully monitor and access files and records only as necessary, for example to:

- Investigate or detect the unauthorised use of the IT equipment and systems and ensure compliance with this policy.
- To ensure the effective operations of our IT equipment and systems and to protect them against viruses or hackers.
- To ensure effective quality control.
- For training purposes.

Monitoring may involve:

- Examining the number and frequency of e-mails or telephone calls.
- Viewing sent or received e-mails from a particular mailbox or stored on the server.
- Monitoring the amount of time spent on the telephone.
- Monitoring the Internet sites visited and/or downloaded.
- Listening to, or recording, telephone conversations.

Where abuse is suspected (especially criminal activity and/or gross misconduct), we may conduct a more thorough inspection involving further monitoring and examination of stored data (including employee-deleted data) held on our servers/disks/drives or other historical/archived material.

## **F. Protection of ICT systems**

Everybody is responsible for helping to reduce the possibility of theft or damage to the School's ICT equipment and the information they contain. You can help by following these guidelines:

- Use a password to prevent unauthorised access to your workstation. Your unique network ID identifies you and allows you access to the School's network. You must keep your password secret and not share it with anyone, and must change your password immediately if you suspect that colleagues know what it is.
- Don't keep a note of your password where it is easily visible to other people.

- Do not import files without first having them scanned for viruses. Also, never open or use a program if you are uncertain of the expected results, or you don't know the source of the program. This also applies to those that have come from outside the School, including from your home.
- If you experience any problems or are concerned about a virus being introduced to your computer you must contact the Deputy Head and the Headmaster immediately.

A computer virus is a programme designed to copy itself onto other programs causing the loss of or alteration of data or in extreme cases, disabling the computer completely. The virus is activated when the programme is executed on a computer.

### **G. Disciplinary action**

Breaches of this policy, which have serious, or potentially serious, adverse consequences for the business or reputation of the School, or the security and integrity of our ICT systems may constitute gross misconduct and these circumstances may lead to dismissal without notice.

Reviewed KE 11/09  
Reviewed PC 1/14  
Reviewed LR 12.10.15  
Reviewed and Updated LR 11/17

## Appendix 10

### Whistleblowing 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.

Staff <sup>1</sup> 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 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 area.<sup>2</sup>
- 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.
- 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 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

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 curiosity about other children's genitals
- attempting to touch or curiosity 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.

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**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?

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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