

SAFEGUARDING - CHILD PROTECTION POLICY

If you are worried about a child

1. If it is an emergency phone 999
2. Inform the DSL Liz Bedford ebedford@shsk.org.uk 07885458174 or any one of the DDSLs Sophia Scott-Malden, Helen Nash, Kay Taylor, Nina Bass and Rachel Green, (contact details in table below)
3. Alternatively, if you have significant concerns you can contact the MASH directly 0345 050 7666

If you have concerns about an adult's behaviour in or linked to school

1. Inform the Head Sarah Rollings head@shsk.org.uk 01235 546502
2. Or if your concerns are about the Head, the Chair of Governors Sara Benbow S8benbow@shsk.org.uk
3. Alternatively, you can contact the LADO (see below)

Key contact details for safeguarding in the local area

Local Authority Designated Officer	Jo Lloyd TEL: 01865 810603 EMAIL: lado.safeguardingchildren@oxfordshire.gov.uk
Locality and Community Support Service (South)	TEL: 0345 2412608 EMAIL: LCSS.South@oxfordshire.gov.uk
Multi-Agency Safeguarding Hub – Oxfordshire	TEL: 0345 050 7666 / 0333 014 3325 OUT OF HOURS: 0800 833408
Multi-Agency Safeguarding Hub - Berkshire	TEL: 01635 503090 EMERGENCY OUT OF HOURS: 01344786543
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
NSPCC Report Abuse in Education Advice Line	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk

KEY EXTERNAL CONTACT DETAILS

Disclosure and Barring Service	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbb.gov.uk
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Teaching Regulation Agency	ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: CIE@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000100 EMAIL: concerns@isi.net

KEY SCHOOL CONTACT DETAILS

Governors	Chair of Governors Sara Benbow EMAIL: s8benbow@shsk.org.uk Nominated Safeguarding Governor Bernadette Stubley EMAIL: bstubley@shsk.org.uk
Designated Safeguarding Lead (“DSL”) {and Deputy Designated Safeguarding Lead (“DDSL”)}	Main DSL for the School Liz Bedford EMAIL: ebedford@shsk.org.uk Deputy DSLs Nina Bass (Junior Department) EMAIL: nbass@shsk.org.uk Rachel Green (Junior Department) EMAIL: rgreen@shsk.org.uk Kay Taylor (Lower School) EMAIL: ktaylor@shsk.org.uk Helen Nash (Middle School) EMAIL: hnash@shsk.org.uk Sophia Scott-Malden sscottmalden@shsk.org.uk
DDSL-external users and lettings	Operations Team-duty person EMAIL: operations@shsk.org.uk
Designated Teacher for Looked After Children	Liz Bedford TEL: 07885 458174 EMAIL: ebedford@shsk.org.uk
Head	Sarah Rollings TEL: 01235 546173

Policy

St Helen and St Katharine places safeguarding at the heart of all that we do; we recognise the wide-ranging aspects of the term.

There are three policies that comprise the Safeguarding Group - Child Protection, Prevent and Online Safety. This policy focuses on safeguarding in terms of Child Protection.

The Safeguarding Policy Group has alongside it a range of other important policies that work together to safeguard the individuals at this school. These policies are:

Whistleblowing, Anti-bullying, ICT Acceptable use policy, Equal Opportunities, Safer Recruitment, Relationships and Sex Education, Health and Safety, Pastoral Care, Behaviour, Work Experience and the Staff Code of Conduct. Some of these policies are available on the website. All of the policies are available on request to the school.

In writing the safeguarding policies we have referred to:

Keeping Children Safe in Education (September 2025) (KCSIE); Disqualification under the Childcare Act 2006 (September 2018) What to do if you're worried a child is being abused (March 2015) Working Together to Safeguard Children (2026); Prevent Duty Guidance: for England and Wales (2023). The Prevent duty: Departmental advice for schools and childminders (June 2015); The use of social media for on-line radicalisation (July 2015). (These documents refer to the Children's Act 1989) Contextual Safeguarding (2018) Information Sharing: Advice for Practitioners providing safeguarding services to children, young people, parents and carers (2018) Children Missing Education (2016) Oxfordshire Pupil Tracking Policy 2017-2021 (2017) Children and Social Work Act (2017), Equality Act (2010), The Equality Act 2010: guidance for schools (2014), When to Call the Police (2020) Relationships Education, Relationships and Sex Education and Health education (2019, updated 2021). Human Rights Act (1998)

Oxfordshire context.

Following the Children and Social work act (2017) Oxfordshire has developed an inter-agency framework.

For Oxfordshire the Lead Safeguarding Partners (LSPs) are:

- The Chief Executive of Oxfordshire County Council;
- Chief Executive, Integrated Care Board, Buckinghamshire, Oxfordshire and Berkshire West
- Chief Constable, Thames Valley Police

The LSPs have each named a Delegated Safeguarding Partner. These are:

- Director of Children's Services (Oxfordshire County Council)
- Chief Superintendent, LCU Commander – Oxfordshire (Thames Valley Police)
- Director of Safeguarding, (BOB Integrated Care Board)

The three safeguarding partners have made arrangements to work together as an Executive Group with overall accountability for safeguarding and promoting the welfare of children in our area.

They work with relevant partners through the Oxfordshire Safeguarding Children Partnership (OSCP), under the leadership of an Independent Chair. The three safeguarding partners (Executive Group) have agreed on ways to co-ordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents.

As part of this framework the School will work closely with the Education Safeguarding Advisory Team (ESAT). Oxfordshire Safeguarding Children Partnership (OSCP) procedures help to inform the work of the team and any good practice guidance that is developed. The ESAT is an advisory service providing support, guidance and challenge to schools to ensure that children are kept safe and their welfare is promoted and providing training, advice and scrutiny on school practice. The manager of the team is the Local Authority Designated Officer (LADO). The LADO gives advice and guidance to employers and others who are concerned about an adult who works with children including volunteers and agency staff.

Where there are concerns about a child in Oxfordshire there are three options. *Details on how to contact these agencies are at the beginning of this policy.*

1. If the issue is immediate and the student is in danger then the police should be contacted. 999
2. The Local Community Support Service (LCSS) should be contacted where there are emerging concerns for a child that do not require an immediate safeguarding response, or the School needs need support or guidance with an Early Help Assessment (or contribute to a Team Around the Child) St Helen's contact is through LCSS South. 0345 2412608
3. If there is a concern about a student having been harmed or about to be harmed or at risk that is not an emergency then the Multi Agency Safeguarding Hub (MASH) should be contacted. The Multi Agency Safeguarding Hub (MASH) is a partnership between Oxford City Council, Oxfordshire County Council, Thames Valley Police, The National Probation Service, NHS health services, South Central Ambulance Service and Drug and Alcohol Services. MASH telephone number: 0345 0507666

Berkshire context

Some of our students live in Berkshire and we will then report concerns to their local area, irrespective of where the incident has taken place.

The Berkshire West Safeguarding Partnership operates as one safeguarding board with three localities- Reading, Wokingham and West Berkshire. They work in a similar way to the OSCP. For a concern about a member of staff working with children (in either a paid or voluntary capacity) there is a LADO 01635 503090 or child@westberks.gov.uk

The agencies for concern about a student are:

1. In emergency, the police or the 24 hour emergency line 01344 786543 or email edt@bracknell-forest.gov.uk
2. If they live in West Berkshire, the West Berkshire Children Services Contact Advice Assessment Service (CAAS) 01635 503090
3. If they live in Reading the Children's Single point of Access 0118 9373641

As a school we have an important role to play in child protection. In particular, we believe that:

- All children have the right to be protected from harm.
- Schools can contribute to the prevention of abuse.
- Children need support which matches their individual needs. This includes both those who may be experiencing abuse and any child engaged in child-on-child abuse.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2024) as:

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- Providing help and support to meet the needs of children as soon as problems emerge
- ensuring 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
- 'Children' in this context includes everyone under the age of 18

Harm is defined in *The Children Act* (1989) as ill-treatment (including sexual abuse and physical abuse), impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child. Harm includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person.

Aims and Objectives

The school's policy applies to all staff, governors and volunteers working in school and is published on the school website. Paper copies are available to parents on request from the school reception. It focuses on the three key areas of prevention, protection and support. At St Helen's we aim to:

Contribute to the prevention of abuse by:

- Clarifying standards of behaviour for staff and students
- Introducing appropriate work within the curriculum to equip students with the skills needed to keep themselves safe from abuse and harm
- Ensuring staff awareness of the signs of abuse and/or concern.
- Ensure staff have an attitude of 'it could happen here' to all forms of abuse and harm, including a culture of vigilance about staff behaviour and child-on-child abuse.
- Creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role
- Addressing concerns at the earliest possible stage
- Establishing a safe and nurturing environment where children can learn and develop.
- Having a strong pastoral system where children have an opportunity to talk about any issues that are worrying them. This is especially important for LGBT students who may be more likely to be targeted and must be able to talk to a trusted adult.

Contribute to the protection of our students in the following ways:

- Ensuring appropriate work within the curriculum, in addition to the Personal Development and General Studies curriculum
- Implementing child protection policies and procedures which are reviewed annually by the governing body, and ensuring that the School has assurance from Abingdon Schoolⁱ and other educational partners that they have adequate policies and procedures for the protection of children and safe recruitment of staff

- working in partnership with students, parents and outside agencies
- Providing a process by which allegations of abuse against members of staff, including the Head, governors, volunteers, contractors or supply staff, will be handled
- Ensuring that there are reviews of practices and any deficiencies in the procedures are remedied without delay
- Following safe practices of staff recruitment and selection (Safer Recruitment Policy on the main school website)
- Appointing designated persons within school, who are trained every two years
- Training all staff, both teaching and support, every three years and carrying out interim updates at least annually as advice changes.
- Ensuring staff adhere to other related policies including Safer Recruitment Policy, Staff Code of Conduct, Behaviour policy, Whistleblowing, Pastoral Care Policy, Drug and Substance Misuse Policy, Anti-Bullying Policy, Eating Disorders and Self Harm policies.
- Ensure that we have written assurances from overseas partners where children are involved in exchanges.
- Ensure that we verify that our joint bus service providers provide drivers that are fully checked through DBS and trained in safeguarding.

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

- recognise when a child needs support, preventing problems escalating and working with external agencies to this end if that is appropriate.
- establish and maintain an environment where children feel secure, encouraged to talk and are listened to.
- ensure that children know that there are adults in the school who they can approach if worried. (See student homework diaries)

As a guiding principle we understand that:

Safeguarding and promoting the welfare of children is everyone's responsibility¹. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

As professionals we understand that whilst we must respect different cultural, SEND and age group needs they must not act as a barrier to accurate assessment of the safeguarding of a child. We recognise the vulnerability of children with SEND. (See Appendix 5 for other factors contributing to vulnerability) and to be mindful of the Equality Act 2012 protected characteristics ²and how they may interact within child protection, both in terms of vulnerability and perceptions of situations.

¹ As defined in the Children Act 1989 and 2004

² Equality Act 2012 age, disability gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

A distinction may be made between a 'Child in Need'³ and a 'Child at risk'⁴. It is recognized that a 'Child in Need' may be vulnerable and staff need to report it for actions through the LCSS and Early Help process whereas a 'Child at Risk' will need to be reported to the MASH (children's social care) and police if a crime has been committed. Anyone can make a referral in either case and parental consent is not required for referrals to statutory agencies.

Should the school acquire any Looked After children we would follow the guidance in 'Promoting the education of Looked After and previously Looked After children' (February 2018) and KCSIE (2023).

The school follows the government guidance on the use of reasonable force.⁵

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

The Role of staff with respect to Safeguarding

The role of all Staff

- All school staff have a responsibility to provide a safe environment in which children can learn. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- All teachers (Teachers' Standards 2012) should safeguard children's wellbeing and maintain public trust in the teaching profession.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

All staff are expected to read both this policy and the Appendices that follow at least annually.

All staff:

- Should be familiar with the school's three Safeguarding policies and in particular their duties if they have concern about a child's welfare and the process of referral.
- Are expected to be alert to signs which might indicate some form of abuse: physical, neglect, sexual, emotional, bullying, drug/alcohol abusing parents, child-on-child abuse, child sexual exploitation, forced marriage, radicalisation, being drawn into gangs and serious youth violence, domestic abuse and female genital mutilation and 'honour' based violence and modern slavery. These may include physical injury, withdrawal, lack of concentration, self-harm, depression, social isolation, lack of self-esteem, needy behaviour and aggression. (See Appendix 4 and 5 for definitions and more detailed signs.)
- Should be vigilant and report to the Attendance Administrator absence by students from their lessons. Form Tutors should flag persistent absence to the relevant Head of Section.
- Should be aware that mental health problems may, in some cases, be an indicator of abuse, neglect or exploitation and staff should report to the DSL or DDSL if they have a student mental health concern that may also be a safeguarding concern.

³ As defined under Section 17(10) of the Children Act 1989.

⁴ As defined under section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm)

⁵ Use of reasonable force: advice for head teachers staff and governing bodies (July 2013)

- Should be aware that safeguarding incidents and/or behaviour can be associated with factors outside the school can occur between children outside of these environments.
- Should know that the school has a zero-tolerance approach to child-on-child abuse and that they have a duty to challenge abusive behaviour between peers.
- Should be aware that child-on-child abuse may take varying forms and should not be dismissed as 'banter'. Staff should be alert to the potential for child-on-child abuse linked to gender issues or between schools. Girls are more likely to be victims than boys. Peer abuse may also include bullying and cyberbullying, sexual violence, sexual harassment, upskirting, sexting and hazing or initiation rites. (See appendix 5 for further details on Child-on-child abuse and school procedures) See ICT Acceptable Use Policy-Students.
- Should be aware that even if cases of child-on-child abuse are not reported, they may still be taking place.
- Should be aware of indicators which may signal that children are at risk from, or are involved with, serious violent crime.
- Should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.
- Should be aware of their role in the early help process.
- Should be aware of the guidance surrounding confidentiality
- Should read updated information and take part in further training as requested by the DSL.
- Should be aware of safe working practices when working with children – see Staff Code of Conduct in the Employment Handbook. They should be particularly aware of adopting best professional working practices where children are engaged in close one-to-one teaching e.g.in specialist performing arts or sports and VMTs. If staff are at all unsure what this involves they should talk to the DSL.
- Must be aware that it is an offence for a person over the age of 18 and in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. It is not appropriate for a member of St Helen's staff to have an intimate relationship with any student in the school, even if over 18.
- When necessary should make a written record (signed and dated) of their concerns which should be handed to a designated staff member.
- Should be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans, where these have been put in place.
- Will be subject to necessary statutory child protection vetting checks before starting work, this will include online searches as well as checks such as the right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced Disclosure and Barring Service (DBS) check with 'barred list' information will be appropriate. Applicants will only be accepted if they have completed an application form, a Curriculum Vitae alone is not sufficient. Full details of these checks and the School's safer recruitment procedures for checking the suitability of staff are contained in our Safer Recruitment Policy.
- If any member of staff (including supply staff or volunteers) has concerns, whether serious or simply a nagging doubt, about a colleague's behaviour, they must raise them with the Head. The School's procedures for dealing with such safeguarding concerns and/or allegations is explained within this policy.
- If a member of staff feels that a safeguarding issue has not been dealt with they should contact the MASH directly.
- If a member of staff feels there are child protection failures internally that they do not feel that they could raise, they should contact the NSPCC whistleblowing helpline 0800 0280285 or email help@nspcc.org.uk

- All staff who are teachers must be aware of their legal duty to report Female Genital Mutilation to the Police, this includes when it has already taken place on any student under the age of 18⁶. They may, in addition, speak to the DSL if they have concerns.
- If there are concerns about a child they must be acted upon immediately. In the absence of the DSL and the DDSLs it is the duty of a member of staff to talk to a member of the Leadership team about their concerns or raise them directly to the MASH.

Staff training

The school will aim to ensure all staff (including the Head, academic and non-academic staff) receive training appropriate to their roles. At present this is every three years for all staff with additional training for those with specific roles.

If a member of staff arrives after the termly training sessions, they will attend a briefing with the DSL and then must attend the next available session.

All staff, including temporary staff and volunteers, must be provided with induction training that includes:

- The school's three Safeguarding policies-Child Protection, Prevent, Online safety
- The identity of the DSL and Deputy Safeguarding Leads (DDSLs) named in this policy.
- A copy of Part 1 of KCSIE which they need to read carefully and see the DSL if they do not understand any part of it.
- Those working directly with children should also read Annex B
- Those staff involved 1:1 with children who do not already hold the generalist level training must attend an in-school generalist training session.
- Heads of Section may be asked to attend additional training in line with their role as DDSL.
- Staff who are regularly involved in recruitment, in addition to the Head, will receive appropriate training in safer recruitment practices.
- Training completed will be recorded by the school
- There will be an annual update to all staff about safeguarding in September
- All staff will need to read KCSIE part one if there are changes to the document and take part in annual department/ team meetings where safeguarding and the referral process is discussed.
- There will be updates throughout the year on safeguarding given by the DSL.
- Staff will be provided with documents to support induction.

Staff support

- We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff; they should seek help from Human Resources or the Deputy Head Pastoral in the first instance.

The role of the Designated Safeguarding Lead

- The Designated Safeguarding Lead (DSL) is the Deputy Head Pastoral (Elizabeth Bedford). In this role she has lead responsibility for safeguarding and child protection, including online safety (see online safety policy). The Deputy Head Pastoral is a member of the Leadership team.
- The Deputy Designated Safeguarding Leads are the Head of Junior Department (Nina Bass and Rachel Green), the Head of Middle School (Helen Nash) Head of Lower

⁶ Section 38 of the Safeguarding Vulnerable Groups Act (2006)

School (Kay Taylor) and the Head of Sixth Form (Sophia Scott-Malden). Heather Darcy (Leadership) also has the DSL training. The DDSLs will deputise for the DSL in the case of her being unavailable however the ultimate responsibility remains with the DSL.

- If there is an issue the DSL/DDSL will liaise with the Head (Sarah Rollings).
- In the absence of the DSL (Deputy Head Pastoral), concerns should be taken a DDSL and the Head, however lead responsibility remains with the DSL.
- Should the DSL be absent, the DDSL on duty for the day will be listed on Staff Sharepoint main page on the left hand side, it may also be listed on the whiteboard in the staffroom. Most residential activities are covered by the DSL, or should she be unavailable, a designated DDSL.
- In the case of visits or events happening outside school hours or term time the DSL will make arrangements for staff to be able to use the school mobile phones to contact at least one of the DSL or DDSLs. The DSL and DDSLs share a WhatsApp group which all school trip phones are members of so that they can be alerted by trip leaders to contact and share detailed information verbally. Students should not be referred to by name on the group chat.
- In the case of a concern raised about an incident related to an external let, the duty team member from the Operations Team (DSL trained) will take the lead in reporting concerns following the school procedures. This would include reporting to the LADO if the concerns were about the behaviour of an adult.
- The DSL is responsible for ensuring the school's co-ordinated approach to safeguarding. The principles involved include:
 - Ensuring children receive the right help at the right time to address risks and prevent issues escalating, this includes the Early Help process.
 - Acting on and referring the early signs of abuse
 - Keeping clear records
 - Listening to the views of the child
 - Reassessing concerns when situations do not improve
 - Sharing information quickly
 - Challenging inaction

Managing referrals

- The DSL is expected to
 - Refer cases of suspected abuse to the local authority's social care as required.
 - Support staff who make referrals.
 - Refer cases to the Channel programme where there is a radicalisation concern.
 - Support staff who make referrals to the Channel programme.
 - Refer cases where a person has been dismissed or left due to risk/harm to a child to the DBS.
 - Refer cases where a crime may have been committed to the police as required.
 - Ensure children have an Appropriate Adult present in relation to ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Work with others

- Liaise with outside agencies as required
- Liaise with staff, act as a source of support, advice and expertise.

DSL training

- The DSL and other staff acting in that capacity e.g the DDSL must attend DSL level training every two years or as frequently as the Oxfordshire Safeguarding Children Partnership (OSCP) requests.

Procedure where there are concerns

- Where the school has concerns about a child, the DSL will decide on the immediate next steps. This will usually be in consultation with appropriate staff and outside agencies. The threshold for referral should be low. In some cases the DSL may initially choose to make a 'no names consultation' with the Locality and Community Support Service (LCSS) and then follow that advice.
- The DSL/DDSL will refer to the document [NSPCC When to call the Police](#) as appropriate
- Where a child has suffered or is at risk of suffering significant harm the DSL will refer straight into the MASH.
- If the child is in immediate and actual danger then the police will be called first.
- The DSL should bear in mind that the management of Safeguarding should reflect the individual child's context.⁷ This may include assessing risk.
- In the case of allegations against a professional or member of staff the LADO will be called immediately. This will usually be by the Head.
- Where children are in need of support from one or more agencies, the school will initiate an inter-agency assessment using the MASH process. This may require an Early Help Assessment led by the school with agencies (e.g.LCSS and the family of the student concerned). In addition to the teaching pastoral structure (see Pastoral Care policy), other professionals in the school e.g. Health Centre, Counselling, may be used as part of the arrangements to listen to children and provide early help.
- Child Protection information needs to be dealt with in a confidential manner. Staff will be informed of relevant details when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family.
- Child Protection records dated before September 2021 are stored securely in the Deputy Head Pastoral (DoS) office under lock and key. Access to these by other staff, apart from the DSL, is restricted (DDSLs know the location of the key to the locked box in the DoS office)
- Child Protection records after September 2021 will be recorded online using CPOMs.
- It should be noted that parental consent is not required for referral to statutory agencies⁸ and whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police without notifying parents, if this is believed to be in the child's best interest.
- So long as parents or carers are not implicated in any potential abuse or it is felt that communicating with parents or carers would not place a student at further risk, or there are direct instructions from the police or social care not to, the parents or carers of a child making a disclosure should be informed at the earliest opportunity. This communication

⁷ Reference can be made to Contextual Safeguarding (2018)

⁸ P3 Information Sharing:Advice for practitioners(2018) notes that GDPR and information sharing should not be a barrier to child safety.

should take place irrespective of whether the child or young person is an alleged perpetrator or victim.

- In communicating with parents the DSL does not need to provide all the detail of the allegation but parents and carers should be given sufficient information to enable them to make decisions in respect of consent to interview as well as an outline of the likely process.
- By providing this level of information to parents/carers the DSL will enable them to decide how best to support their child through any investigative process.
- If a student moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. The DSL will consider contacting the school in advance of transition so that the student may be supported in their new school.
- The DSL provides a termly report to all Governors, meets termly with the Nominated Safeguarding Governor and reports to the whole board annually at a full board meeting.
- The DSL contributes to the Governance committee
- The DSL will carry out a safeguarding review with the OSCP on an annual basis.
- The DSL will ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as set out in part 1 of KCSIE. This may be by a range of methods including: providing documentation, having whole staff compliance meetings, an annual update and providing material for discussion within teams and online testing.
- Where a student is over the age of 18 the DSL will support the student in accessing the relevant authorities.
- The DSL should review cases regularly to establish patterns and identify any learning points. They should then ensure that any system changes are made.

The role of the Governing Body

The Governing Body should ensure the school:

- has a Safeguarding and Child Protection policy and procedures in accordance with Local Authority (LA) /OSCP guidelines
- operates safe recruitment procedures, ensures appropriate checks are carried out on all new staff and volunteers and that they are made aware of the school's arrangements for Safeguarding and Child Protection and their responsibilities
- supports staff in having the skills, knowledge and understanding necessary to keep safe children who are looked after by the LA
- has procedures for dealing with allegations of abuse against staff/volunteers/Head
- responds to requests from the DBS for information they hold already
- has at least one senior member of the school's Leadership team designated to lead on safeguarding and child protection issues, including a designated teacher to promote the educational achievement of children who are looked after, if necessary.
- ensures that the DSL/DDSLs undertake training to OSCP standards, and attends refresher training at least every two years
- ensures that all staff who work with children undertake training at three-yearly intervals; remedies any deficiencies or weaknesses brought to its attention without delay
- has a nominated governor who undertakes an annual review of child protection policy and procedures and the efficiency with which they are implemented and reports to the governing body
- has a member of the governing body (usually the Chair) who is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head
- ensures that children are taught how to keep themselves and others safe, including online safety

- ensures that there is a balance between ensuring there are filters and monitoring systems in places and ‘over-blocking’ so that there are not unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding
- ensures that there is regular review of the effectiveness of the filtering and monitoring systems

The role of individual Governors

All Governors should:

- take part in safeguarding and child protection training (including online) as part of their induction
- be familiar with the school’s three Safeguarding policies and be aware of the guidance surrounding confidentiality
- should read updated information and take part in further training as requested by the DSL (at least annually)
- will be subject to vetting by the Disclosure and Barring Service (DBS)
- be aware of their obligations under the Human Rights Act (1998) and the Equality Act (2010)
- be aware of their role in supporting the delivery of a robust whole school approach to safeguarding providing strategic challenge to test and assure themselves that the policies and procedures in place are effective.

The role of the Nominated Governor

- The nominated governor is **Bernadette Stubley**.
- She is responsible for liaising with the Head/DSL/DDSL over all matters regarding child protection. The role is strategic rather than operational – she is not involved in concerns about individual students.
- The nominated Governor meets at least termly with the DSL to discuss the safeguarding section of the termly Governors’ Report and keep up to date with issues in the school. This will include an at least annual review of practices including record keeping.
- The safeguarding section of the termly report will include changes to child protection policy/procedures, training undertaken by the designated staff and other staff and an overview of incidents/students (without details or names).
- The nominated Governor will also carry out regular spot checks to ensure that staff in all capacities are aware of the safeguarding and child protection procedure.
- The nominated Governor/ Clerk to the Governors will liaise with the DSL to ensure that Governors have training and awareness of safeguarding issues.
- The Nominated Governor chairs the Governance committee which has overview of regulatory compliance including safeguarding. The compliance committee meets termly.
- The Chair of Governors and the Nominated Governor (see above) conduct a termly check of the SCR

Nominated Governor training

The Nominated Governor will aim to have attended specific training on their role; this should include safer recruitment training, or they will ensure that at least one member of the Governing body has this training.

Working with other institutions

The DSL will obtain assurances that appropriate child protection checks and procedures apply to any staff employed by another institution and working with the school’s students on another

site e.g. Schools within the OX14 partnership, lessons at Abingdon School, Community Service placements and the Joint Bus Service.

The Work Experience policy includes information on safeguarding and child protection given to employers offering work experience placements to students which have been arranged by the school.

In arranging home stays for students taking part in foreign exchanges, St Helen's asks parents of our students hosting exchange partners to carry out a DBS check. The school also asks the Headteacher of each exchange school to give a written undertaking that they are not aware of any concerns about the families of the exchange partners participating in the exchange.

When children join the school we will request child protection records from student's previous school.

Children Missing Education and changing schools

Where a child changes schools, St Helen's will check that they have started in their new school. If a child is thought to be missing, or is absent without authorisation for 10 school days continuously, or 20 non-continuously, the DSL will report it to the Local Authority in line with Oxfordshire procedures. The school will notify Local Authority when they remove or add a student's name to the admissions register at non-standard transitions. See appendix 6 for the Children Missing Education Procedure.

St. Helen's seeks to hold at least two emergency contact numbers per student.

Where there is important pastoral information and/or safeguarding files the DSL/DDSLs will make contact with the new school DSL within 5 days of the student's arrival to pass on the information.

Outside Speakers

There are two elements to safeguarding with regards to speakers. One is the issue of the person being safe to be in the presence of children and allied to that is the risk of radicalisation. Staff are encouraged to look at the advice from the www.educateagainsthate.com website. Staff inviting speakers on site have to complete due diligence. This is then recorded on a form in the staffroom a copy of which is kept by HR with the Single Central Register.

As a minimum, staff are expected to check the organisation that the speaker represents and be aware of the topic under discussion and have agreed that with the speaker. They need to accompany the speaker at all times and ensure that they challenge and contextualise any extreme views expressed. See also Prevent policy.

Procedures when concerns are raised

Staff at St Helen's will follow the Oxfordshire Safeguarding Children Partnership (OSCP) and ESAT procedures in all cases of abuse or suspected abuse or refer to the LCSS if an Early Help Assessment is required. This policy has regard to the Department for Education statutory guidance *Keeping Children Safe in Education (KCSIE)* (2025) and *Working Together to Safeguard Children (WTSC)* (2026). Where the allegation is made against a supply staff member the school will take the lead (where appropriate) and inform the agency. The Head would also inform the LADO. The school will not simply cease to use that member of staff.

Procedures for dealing with a disclosure by a student

- If a student discloses to a member of staff, they should be listened to carefully. See Appendix 2 for recommendations of how to listen to and record a disclosure. There is a form on the General Documents area of Sharepoint that can be used to record concerns or a disclosure or a record can be entered straight into CPOMs.
- If the abuse reported is child-on-child or a group of students against another student/students then all students involved, whether perpetrator or victim need to be considered to be 'at risk'. If the allegation is such that there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' then a MASH referral must be made.
- Care needs to be taken when using the terms 'alleged perpetrator(s)' or 'perpetrator' and consideration given whether they are useful or appropriate to be used in front of children.
- Given the age range of the students (9-18) care must be taken to support them in an age-appropriate way. Consideration also needs to be given where a student has SEN/D needs and this means communication barriers may exist.
- These must be passed to a designated staff member (DSL/DDSL) immediately, followed by a written account. The procedure for an individual member of staff reporting a disclosure is given in Appendix 1.
- The child's wishes or feelings should be taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. However, children cannot be promised confidentiality and staff should always act in the interest of the child. Where the nature of the abuse is by a student/students against another student, the school's anti-bullying procedures will be followed, unless there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm. In this case, the abuse would be referred to the local authority using the usual school procedures.
- If the child's situation does not appear to be improving, the member of staff with concerns should press for reconsideration. All staff have the right to make a referral to external agencies if they feel that the school's safeguarding procedures have not been followed. Concerns should always lead to help for the child at some point. See also the Whistleblowing Policy in the Employment Handbook.
- Referral to the MASH may be hand in hand with the use of an Early Help Assessment. In these situations the DSL/DDSL (DDSL- Deputy DSL) will confer with the MASH or Locality and Community Support Service about how to proceed.
- The whole picture for a referral is as outlined by KCSIE September 2023 (See Appendix 3) within the school this can be summarised by the process in Appendix 1.

Where there are emerging concerns for a child that do not require an immediate safeguarding response then the Locality Community Support Service may be contacted to engage further support and an Early Help Assessment may be carried out. If a student resides in another county then the MASH referral needs to be made in that county. West Berkshire Contact Advice Assessment Service 01635 503090 child@westberks.gov.uk

Key contact numbers:

1. DSL Liz Bedford: 07885 458174 ebedford@shsk.org.uk
2. Head Sarah Rollings: 01235 546502 head@shsk.org.uk
3. MASH Oxfordshire 0345 050 7666 /0333 014 3325 out of hours 0800 833408
4. CAAS W Berks 01635 503090 EDT (emergency out of hours) 01344786543
5. LADO Jo Lloyd 01865 810603
6. LCSS (South). 0345 2412608

Arrangements for dealing with safeguarding concerns or allegations of abuse regarding teachers including supply staff and other staff (including the Head, governors, volunteers and contractors)

Staff should:

Report any concerns and/or allegations against those working in or on behalf of the School in a paid or unpaid capacity, to the Head. This includes concerns and/or allegations against governors, supply staff, volunteers and contractors. If such concerns are about the Head, the member of staff should contact the Chair of Governors, Sara Benbow (email s8benbow@shsk.org.uk). If there is a conflict of interest, staff can also contact the LADO directly.

The School's detailed procedure for dealing with concerns and/or allegations are detailed in Appendix 4.

Staff should report any concerns and/or allegations that may relate to behaviour that meets the 'harm threshold' (as bullet pointed below) or may represent a 'low level' concern (explained below). The Head, working with the LADO if appropriate, will assess the level of the concern and staff should not see the apparent nature of a 'low level' concern as a reason not to speak to the Head. **Any** concerns should be raised.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. This policy applies to all cases where a member of staff (including the Head, governors, supply staff, volunteers and contractors) have (or are alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm if they were to work regularly or closely with children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

The quick resolution of any allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. At St Helen's we anticipate that most cases should be resolved within one month. For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved in one week. Procedures need to be applied with common sense and judgment.

Concerns and/or allegations that do not meet the above 'harm threshold' (see bullet points) should be dealt with using the School's procedure for handling low level concerns set out in Appendix 4 – concerns are reported to the Head.

A low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the Code of Conduct for all Staff, including inappropriate conduct outside of work, and
- does not meet the allegations threshold (as above) or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or

thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The Head should:

Follow the procedures as laid out in Appendix 4. This policy is reviewed annually, in the Michaelmas term. However, there may be revisions termly if needed. All changes are reviewed by the Head, Nominated Governor and SMT and the Governing Body are notified.

Governor scrutiny

The Governor scrutinises this policy to ensure that it has the relevant content. The DSL meets with the Governor at least once a term to update her on any issues. The Governor carries out regular checks of staff to ensure practice is followed. There are termly updates to all Governors from the DSL and to the Governors' Risk and Compliance committee.

Policy last reviewed..... Michaelmas 2025

Next review due Michaelmas 2026

Person responsible for review Deputy Head Pastoral, annually by Governing Body

Audience Staff/Parents/Governors

Appendix 1

School procedures for a member of staff (including supply staff) or volunteer receiving a disclosure.

This diagram refers to only the initial part of the process. The entire referral process within school is within the policy and the process beyond school forms Appendix 3.

Please note that if there is immediate danger/threat of immediate serious harm then the police should be phoned immediately. In these circumstances please be mindful of your own safety as well as the safety of others around you.

Assuming that the circumstances are that the student is with you and is not in immediate danger then the following applies: **Disclosure / Other concern or suspicion**

Establish student's name and outline facts, do not investigate further. If student is with you, ensure their safety. Consider taking them to the Health Centre with the advice to the staff there to give them a quiet space and not to ask questions.

Contact DSL immediately:

For concerns about students:
Liz Bedford Ext 262 / 07885 458174

or DDSL:

- Nina Bass/Rachel Green
- Kay Taylor
- Helen Nash
- Sophia Scott Malden

Or, for allegations about staff:

Low level: DSL Liz Bedford or Head

Serious or if unsure of level:
Head – Sarah Rollings Ext 220
head@shsk.org.uk

Out of hours contact the duty member of the Leadership team if known and/or Deputy Head Pastoral on 07885 458174

If all of these are not available, contact:

For concerns about the welfare of a child:

- Oxfordshire MASH 0345 050 7666
- W. Berks CAAS 01635 503090

For allegations against a member of staff:

Lado.safeguardingchildren@oxfordshire.gov.uk

Prepare a written, dated report and report it as an incident on CPOMS, assigned to the DSL and one other DDSL, use advice from point 4 of advice for handling a disclosure, or the record of concern form. Once this is logged onto CPOMS, delete the file from your computer.

Look after yourself. Handling a disclosure is a difficult situation which must be kept totally confidential from friends, family and colleagues, except the DSL. The DSL will try to keep you updated but you should feel that you can approach them for support (and information, as far as they are able to give it).

Appendix 2

Advice for dealing with disclosures (the 6 R's):

1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously. A victim should never be given the impression that they are creating a problem by reporting any form of abuse/neglect or exploitation.
- Note down what has been said

2. Reassure

- Reassure the student that they have done the right thing in talking to you. Be clear that you will take their concerns seriously and that they will be supported and kept safe.
- Be honest and do not make promises you cannot keep e.g. "It will be all right now"
- **Do not promise confidentiality**; you have a duty to refer and can share information without consent if, in your judgement, that lack of consent should be overridden in the public interest. You will need to base your judgement on the fact of the case.
- Reassure and alleviate guilt, if the student refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open questions; think TED ("tell me...", "explain what you mean by...", "describe what happened....")
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record-**see record**

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child, as well as the questions you asked them, even if they are using colloquial language for parts of the body. For Y5 and 6 they may need you to draw an outline of the body and you may need to let them point. Pass on this drawing annotated with where they point to. If you have a student with SEN/D needs then you need to ensure they have equal access to relaying information and those needs are taken into account.
- Record statements and observable things rather than your interpretations or assumptions
- Sign this record and print your name
- Pass on any notes/drawings to the DSL using CPOMs and attaching them as a scanned file

5. Remember

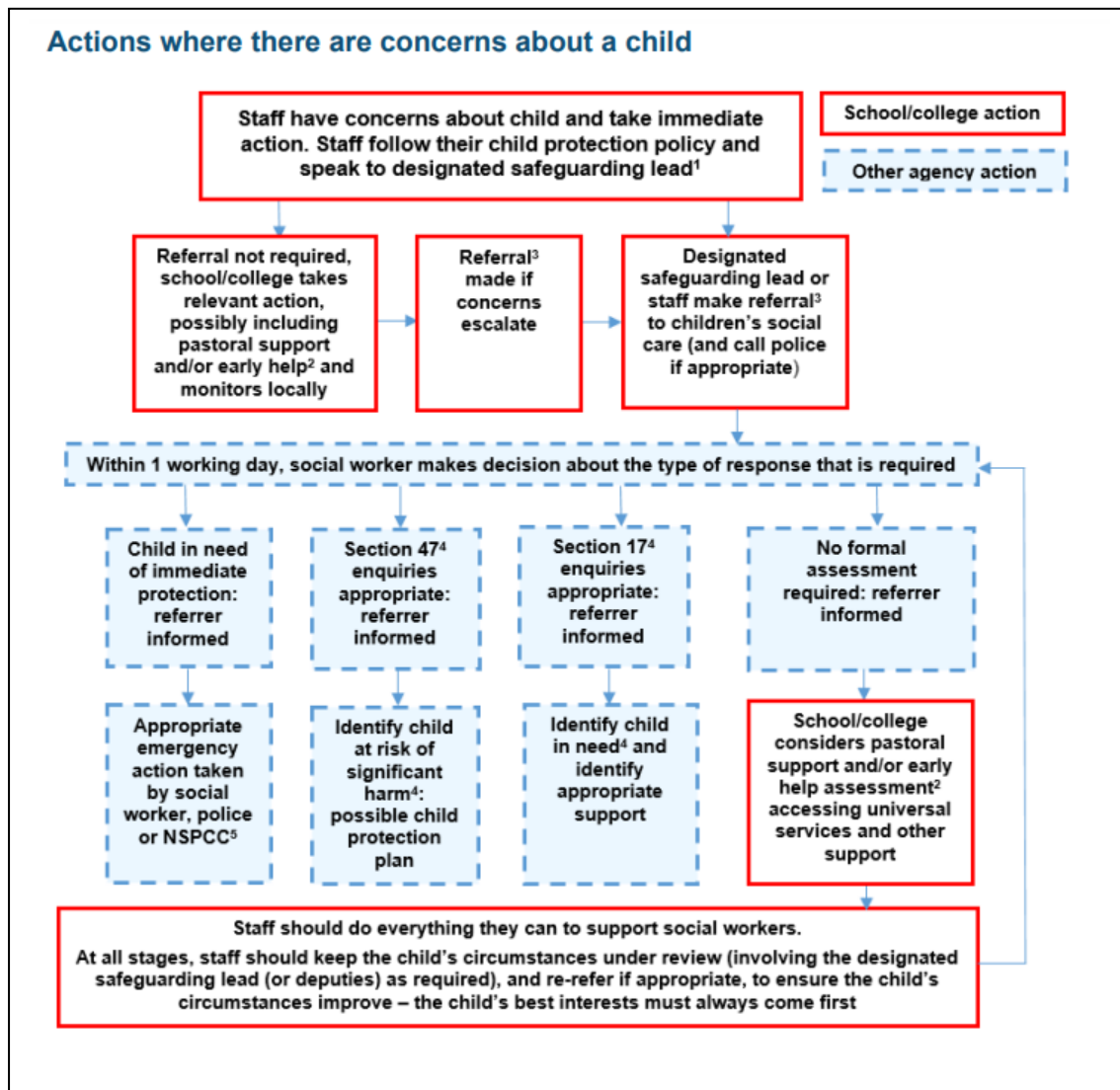
- Contact the DSL immediately a concern is raised, do not wait to write up your notes: remember that the Data Protection Act is not a barrier to sharing information
- That there can be barriers to reporting for students e.g. embarrassment, being threatened, language or SEND. These should not prevent you from having professional curiosity and reporting your concerns to the DSL.

6. Relax

- Get some support for yourself (whilst remembering that the details are confidential.)

Appendix 3 Government Framework for the safeguarding process

Source KCSIE (2025)



Appendix 4

ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE REGARDING TEACHERS INCLUDING SUPPLY STAFF AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, VOLUNTEERS AND CONTRACTORS)

It should be remembered that at the heart of any allegation may be the welfare of a child/children and the first duty of the School is to the welfare of the child/children and taking actions to support that welfare in line with the policy above.

The School's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and the three safeguarding partners arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations that do not meet the above harms test should be dealt with using the School's procedure for handling low level concerns set out below.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the Police.

If an allegation is made against anyone working with children in the School, before contacting the LADO, the School will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

When dealing with allegations about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. However, staff may consider discussing any concerns with the DSL and make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a

course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the designated officer and make a risk assessment of the situation. It may be necessary for the designated officer to make a referral to children's social care.
4. When to inform the individual who is the subject of the allegation will be considered on a case by case basis and with guidance from the designated officer, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course of action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:
 - redeployment within the School so that the individual does not have direct contact with the child or children concerned;
 - providing an assistant to be present when the individual has contact with children;
 - redeploying to alternative work in the School so the individual does not have unsupervised access to children;
 - moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
 - temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, *WT* and *KCSIE* when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day, and will ensure

they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where further enquiries are required to enable a decision about how to proceed, the designated officer and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.
7. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.
8. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).
9. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.
10. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
11. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and

potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the School's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE ABOUT SUPPLY TEACHERS AND CONTRACTED STAFF

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

ARRANGEMENTS FOR DEALING WITH LOW LEVEL CONCERNS OR ALLEGATIONS (I.E. THAT DO NOT MEET THE HARMS TEST) ABOUT TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)

A low-level concern is any concern that an adult working in or on behalf of the School may have acted in a way that:

- is inconsistent with the Code of Conduct for all Staff, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

The *School's Code of Conduct for all Staff* can be found on the School's SharePoint pages. The aim of this code is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as not to place students or staff at risk of harm or of allegation of harm to a student. All staff are expected to comply with the standards contained within this code at all times.

Staff must share all concerns with the Head without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Where a low-level concern is raised about the Head, it should be referred to the Chair of Governors.

Staff are encouraged to self-refer in the event they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Head will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witness. The concern will be recorded in accordance with this procedure.

The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained in line with the School's Staff Privacy Notice (available on SharePoint).

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weakness in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the appropriate procedure and refer the matter to the LADO.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

Appendix 5- Further context and information about Safeguarding information that should be read by all staff, including information on child-on child abuse.

Please note that if you feel that you need any further information about safeguarding you should see Liz Bedford, DSL who would be happy to support you in finding out the information that you need.

There will be regular updates throughout the year.

Sources for material below:

Working Together to Safeguard Children 2026

Information Sharing 2018

KCSIE 2025

OSCP Generalist Training Materials 2024

Context for safeguarding

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

All practitioners should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Students may be drawn into serious youth violence and/or gangs. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

Children need:

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans

- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

Practitioners should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (**SEND**) (whether or not they have a statutory Education, Health and Care Plan). Staff must be careful to not attribute behaviours/injuries to their SEND needs but always be vigilant for possible other causes. Staff should be aware that children with SEND needs are potentially more vulnerable to bullying and may struggle to communicate their experiences. Children with SEND needs may also be disproportionately affected without showing any signs externally.
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited or drawn into serious violent crime
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
 - has family members in prison
 - is, or is perceived to be, Lesbian, Gay, Bi or Trans (LGBT). The fact that students identify as LGBT is not an inherent vulnerability factor but does mean they might be more likely to be targeted by peers.

Has a high rate of absence or misses lessons within school

Information Sharing

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children, which must always be the paramount concern.

Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively:

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'

Where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

SAFEGUARDING ISSUES (source ESAT School Safeguarding Policy, Oxfordshire)

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All**

staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the DSL/DDSL

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definitions and Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child

by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing,

poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury

- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Link to OSCP guidance on physical abuse <https://www.OSCP.org.uk/safeguarding-themes/physical-abuse/>

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting

- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

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Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

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Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Link to OSCP guidance on emotional abuse <https://www.OSCP.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCP guidance on Domestic Abuse <https://www.OSCP.org.uk/safeguarding-themes/domestic-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. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus, or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCP guidance on sexual abuse <https://www.OSCP.org.uk/safeguarding-themes/sexual-abuse/>

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

care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCP guidance on Neglect and toolkit :

<http://www.OSCP.org.uk/safeguarding-themes/neglect/>

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCP childcare and development checklist/toolkit provides a more detailed list of indicators of neglect.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers

- Frequently unsupervised
- Stealing or scavenging, especially food

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). They should assume it is happening, even if they are unaware of any recent reports.

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

- bullying (including cyberbullying, prejudice based and discriminatory bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault
- causing someone to engage in sexual activity without their consent e.g. engage in sexual activity with a third part, strip or touch themselves sexually.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery or nude/semi-nude imagery);
- initiation/hazing type violence and rituals.
- abuse within the context of an intimate personal relationship

Procedures to minimise the risk of peer-on-peer abuse at SHSK

Our pastoral network is designed to foster a culture where staff know students well and there is a clear articulation of values and acceptable behaviour. Students are encouraged to look out for each other and report anything that concerns them. They have advice in their planners on who they can talk to. Staff are trained to understand that peer-on peer abuse is to be taken very seriously and not dismissed as 'teenage behaviour' and that it may take place in a range of contexts including onsite and offsite activities. There is a close working partnership with Abingdon School with whom we share lessons, exchanges and the Joint Bus Service and both schools are clear that peer-on-peer abuse is not acceptable and should be reported. We have a zero tolerance approach to child-on-child abuse.

How allegations are recorded and dealt with.

Allegations should be reported, recorded and dealt with in the same way as any other safeguarding matter. That is, they should be reported to the DSL. Action taken may vary depending on the nature of the offence. Offences that are illegal will be reported to the police. The school's Behaviour Policy and ICT Acceptable Use policy (students) will also apply.

Sexual violence and sexual harassment between children

There is concern nationally relating to a culture of misogyny and sexual harassment in many schools and the DfE and Ofsted have reviewed school procedures.

Part 5 of the statutory guidance in Keeping Children Safe in Education 2022 sets out how our school/college will manage reports of child-on-child sexual violence and harassment.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or 109 Legislation.gov.uk 88 anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

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

Sexual harassment.

Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up. So called 'low level' reports will be taken seriously and acted upon.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹¹² It may include:
 - non-consensual sharing of sexual images and videos;

- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media; ¹¹⁰ It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: [here](#). PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

- sexual exploitation; coercion and threats;

- upskirting.

Points that the DSL will consider include:

The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered; the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour; the ages of the children involved; the developmental stages of the children involved; any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?; if the alleged incident is a one-off or a sustained pattern of abuse; are there ongoing risks to the victim, other children, adult students or school or college staff; the wider context. Where a report of rape, assault by penetration or sexual assault is made, children's social care and the police will be informed. Before doing so, this will be discussed with the victim and their parents/carers, explaining why it is important for other agencies to know and how these agencies will be able to support the victim.

Remember

You must not view or forward illegal images of a child. Be very careful when sexting images are involved and a person reporting the issue seeks to share something with you.

See the DfE publication *Searching, screening and Confiscation* for further advice.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Other Safeguarding issues

All staff should have an awareness of safeguarding issues which can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, unexplained and/or persistent absences from education and sexting (also known as youth produced sexual imagery) can put children in danger.

Mental health

Within our school, we aim to promote positive mental health and wellbeing for our whole community (students, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people will have varying mental health during their school career. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children" (Mental Health and Behaviour in School, 2018). Schools can be a place for all students to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

Schools are also a place of respite from difficult home lives and offers, positive role models and relationships, which are critical in promoting the wellbeing of all young people.

The role of school is to ensure that students can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. The school also has a role to ensure that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

If you are concerned about the mental health of a student, you should use CPOMs to report your concern. You should report your concerns immediately and make clear any safeguarding concerns.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Advice for schools and colleges is provided in the Home

Office's Preventing youth violence and gang involvement

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults:

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and the perpetrator can face a sentence of up to 2 years in prison. Anyone of any gender can be a victim, or indeed carry out the offence.

So-called 'honour-based' Abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

In addition, since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies)

should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Link to OSCP guidance on contextual safeguarding

<https://www.OSCP.org.uk/safeguarding-themes/contextual-safeguarding/>

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures. (See Appendix 6)

Child sexual exploitation (CSE) and child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and

- children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Link to OSCP guidance on CSE <https://www.OSCP.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.OSCP.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Link to OSCP guidance on child criminal exploitation <https://www.OSCP.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Government Guidance:

Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of

abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours;

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” **(as defined in section 2 of the 2021 Act)** Further information can be found in **KCSIE 2021 ANNEX B**.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NSPCC-when to call the police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

Student support

It should be remembered that for the issues outlined above all of the individual concerned- victim and perpetrator- should be considered to be 'at risk' and very careful thought will need to be given to their safeguarding, the wider implications on the peer group and possible re-integration of the parties involved into school. Families will be involved in the ongoing support of students, both victim and perpetrator. On many occasions e.g. County Lines the individual concerned can be considered to be a victim even though they may have committed an illegal act and the school should work with the relevant authorities to support their welfare.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. Staff should ensure that they read out any warnings given out in form folders and take every opportunity to re-iterate personal safety messages in form time and Personal Development lessons.

Further information is available at: <http://www.actionagainstabduction.org> and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children **5-11-year olds** and **12-17 year olds**. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families and have consequences for student welfare. This can be stressful for

children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, **NICCO** provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Further information around safeguarding issues can be found in KCSIE 2022 ANNEX B and on the OSCP website.

APPENDIX 6 Children Missing Education Procedure

This document is written with close reference to Keeping Children Safe in Education (2018), Children Missing Education (2016) and the Children Missing Education (CME) Policy 2019-2021.

<https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/safeguarding/ChildrenMissingEducationPolicy.pdf>

In this document the term 'pupil tracking' refers to the Oxfordshire Local Authority procedure. Within St Helens the term 'student' is used.

If the school has a concern about the safety or wellbeing of a student arising from her non-attendance or departure from the school, then the school will contact the Local and Community Support Service, the MASH or the police, as appropriate. The procedures outlined below are intended to ensure only that a student is receiving a suitable education. A referral for CME is not a substitute for making any necessary safeguarding referral.

Oxfordshire County Council define children missing education as:

1. A child of statutory school age (5-16) not on roll at a registered school.
2. A child allocated a place at a school but has not attended.
3. A child listed as being educated at home but not receiving an education.

There are several situations in which the school may need to report a student as missing education and the following paragraphs set out the procedure where:

The school is informed that a student is leaving, but no new school is confirmed within twenty school days.

If the school is informed that a student is leaving, but there is no contact from a new school within twenty school days of their last attendance, the School will email childrenmissingeducation@oxfordshire.gov.uk and report the absence to the CME team at Learner Engagement Services.

Any information the school has obtained about the destination of the family will be shared with the Children Missing Education team (CME). The school will then await the advice of the Team on what date the student is to be judged as having left the register.

If a student has left the school to move abroad, St Helens may not receive confirmation that the student has started at a new school and the matter will be referred to the CME through the same process.

A student stops attending (or fails to return after absence) without explanation. If a student stops attending without explanation, or does not return from holiday at the appropriate time, the school will first attempt to contact the parents/carers and other emergency contacts to see if they can establish the reason for ongoing absence. On the third day of an unexplained absence following an authorised absence, the school will contact the Locality and Community Support Service (LCSS) for safeguarding and email the County Attendance Teams (CAT). attendance@oxfordshire.gov.uk

If at any time student does not attend for three consecutive days and parents cannot be contacted to establish the nature of the problem, the school will inform the CAT by emailing attendance@oxfordshire.gov.uk and consider a safeguarding referral or LCSS conversation and respond to guidance.

The number of days a student has been absent will be monitored in the first instance by the Form Tutor with support from the Attendance Administrator.

A student is allocated a place at the school and does not start as arranged.

Once a start date has been agreed, the student will be entered onto the school's admission and attendance registers and if she then fails to attend, the school will establish the reason for absence.

The school will try to contact them by telephone or email to find out what is happening. If no contact has been established, St Helens will then contact the previous school to find out whether they have had any information from the parents/carers. If, after twenty school days, there has still been no contact, the school would email childrenmissingeducation@oxfordshire.gov.uk

The Children Missing Education Team can be contacted on (01865) 810515 or childrenmissingeducation@oxfordshire.gov.uk.

If a referral has been made the student would not be removed from the registers unless her new educational provision has been confirmed, or the CME team has accepted a referral and has taken over responsibility for tracking the student.

Routine notification of Students changing schools

Additional requirements apply to the admissions register as a result of the [Education \(Student Registration\) \(England\) \(Amendment\) Regulations 2016](#). The Regulations were published on 22 July and came into force on 1 September 2016.

All starters and leavers outside the normal starting and leaving points for the school must be notified to the Local Authority by the Admissions Registrar. The regulations specify the information to be provided with each notification. This requirement applies only to starters and leavers outside the normal starting and leaving points for the school, unless otherwise requested by the local authority.

In addition to notifying the Local Authority of a leaver outside the usual transition points, if St Helens has received information that a student is to be educated at home, notification will be sent to the Elective Home Education Case Officer (eotas@oxfordshire.gov.uk or (01865) 810605). In this situation St Helens will provide information to the Local Authority, as requested.

Under the Raising Participation Age legislation all young people must remain in learning up to their eighteenth birthday. Learning includes school, college and other learning provision, home education, recognised training organisations, apprenticeships and nationally accredited training provided as part of employment.

The school will ascertain the destination of any students leaving us at the end of year 11. If a student does not leave to go onto any of the above list of organisations the registrar will inform the Education Employment and Tracking Manager by emailing EETreferrals@oxfordshire.gov.uk

If a student leaves the school and the parent/carer has not filled in the Leavers Form which has the destination on it, the school will automatically refer the student to the Pupil Tracking Officer.

In line with all schools, St Helens will notify the Local Authority a student's name is about to be removed from the school admission register under any of the fifteen grounds listed in the regulations ⁹¹⁰(Annex A at the end of this document). It is understood that this duty does not apply when a student's name is removed from the admission register at standard transition points.

The school will notify the Local Authority within five working days of when a student joins the school, if that student is joining at a non-standard transition point.

ⁱ See also Abingdon/SHSK memorandum of understanding re Abingdon student absence

¹⁰ Children Missing Education (2016)

Annex A: Grounds for deleting a pupil from the school admission register

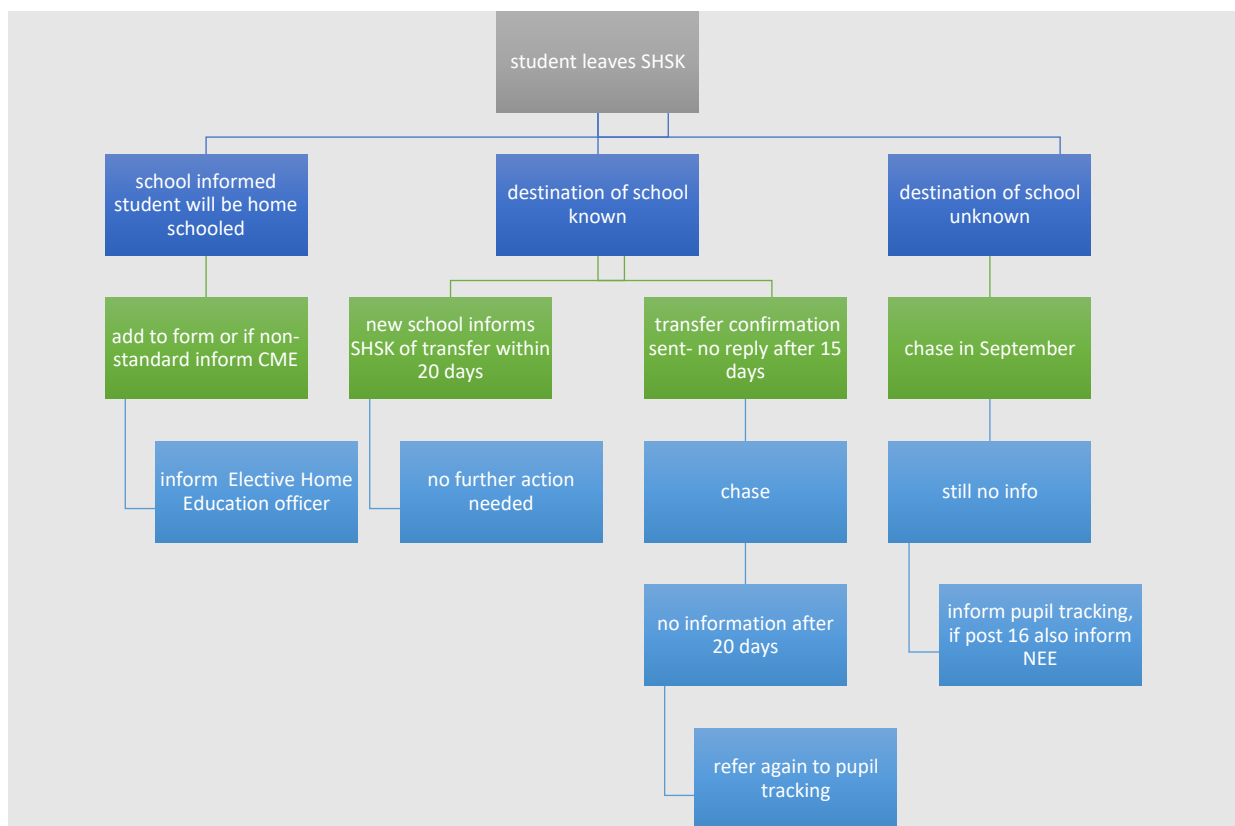
	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —

	Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended
	(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.
13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

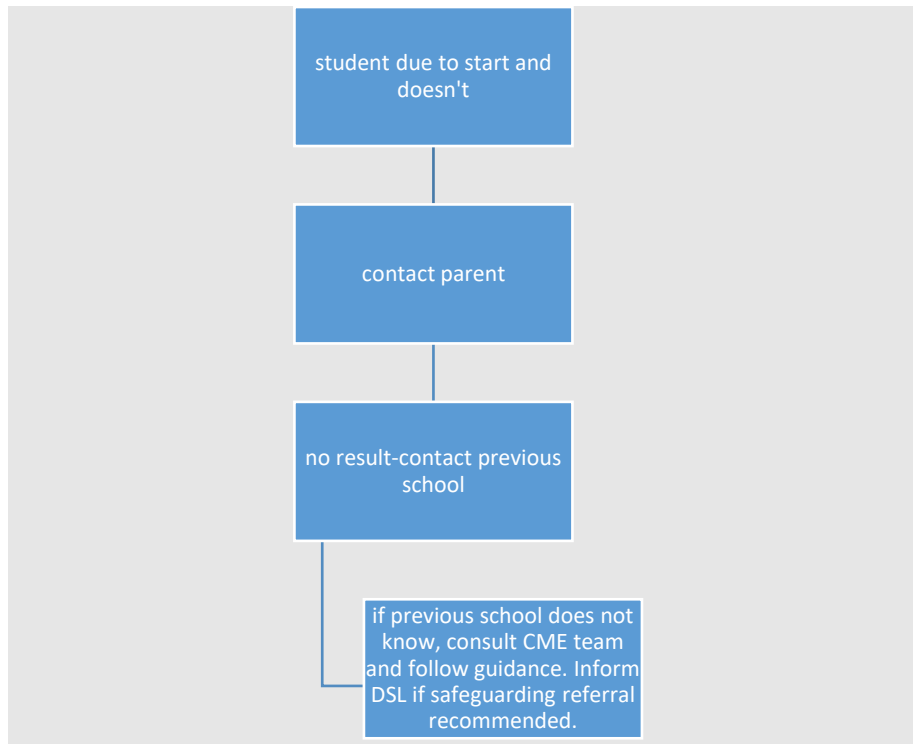
Children Missing education summary of procedures

- Any student joining at a non-standard transition point will be reported within 5 working days to the CME team.
- All leavers who are leaving at a non-standard transition points will be reported to the PTO.
- Any students leaving for the reasons in Annex A at a non-standard transition point.

Flowchart one- Registrar duties around leaving destination



Flowchart 2- Registrar duties around student who fails to start



Flowchart 3- Duties linked to non-attendance- Attendance Administrator/ Head of Section and Deputy Head Pastoral

