OATLANDS JUNIOR SCHOOL

Policy:

Safeguarding and Child Protection

2023/24

Policy title	Safeguarding and Child Protection	**Version**	1
Groups consulted	Trustees, Executive Group, DSL's	**Date**	
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To be reviewed by	Andrew Beecroft Designated Safeguarding Lead		

1. Introduction

The purpose of this policy is to ensure:

- There is a whole school approach to safeguarding which enables Oatlands Junior School to be a safe a place to learn and work.
- All staff understand their statutory safeguarding responsibilities and are confident to carry out their duties.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Children and young people who attend Oatlands Junior School are protected from harm and appropriate action is taken so that pupils receive the right help at the right time.

This policy applies to all staff (including supply and peripatetic staff), volunteers, Members, Trustees, Governors, or anyone working on behalf of Oatlands Junior School.

2. Legal framework

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (2023), Working Together to Safeguard Children (2018) and Governance Handbook (2020). It is also based on relevant legislation, policy and guidance that seeks to protect children in England. This includes:

- The Rehabilitation of Offenders Act 1974,
- Human Rights Act 1998
- Section 175 of the Education Act (2002)
- Female Genital Mutilation Act 2003
- The school's duty under the Children Act 2004 to co-operate with other organisations and agencies [more information about this is available from the Information Commissioner's Office: ico.org.uk/for organisations]
- Safeguarding Vulnerable Groups Act 2006
- The School Staffing (England) Regulations 2009
- Equality Act 2010
- Public Sector Equality Duty
- Education Regulations (2014)
- Prevent Duty Guidance for England and Wales (2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Data Protection Act (2018)
- Guidance for safer working practice for those working with children and young people in education settings (2022)
- Teacher's Standards (2012)
- Behaviour in schools Advice for headteachers and school staff (2022)
- Working together to improve school attendance

It is also in line with:

- • North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practices
- What To Do If You Are Worried A Child Is Being Abused (2015)
- Recommendations from national and local Serious Case Reviews
- DfE guidance relating to COVID 19

This policy also complies with our funding agreement and articles of association.

3. Supporting documents

This policy should be read alongside our organisational policies, procedures, guidance, and other related documents. These include;

- Attendance and Punctuality;
- Behaviour
- Bullying
- Complaints
- Data Protection
- Designated teacher for looked-after and previously looked-after children.
- Equality
- Health and safety
- Relationship and Sex Education
- SEND
- Staff Code of Conduct
- Disciplinary Policy
- Whistleblowing

4. Policy Statement

We believe that:

- Children and young people should never experience abuse of any kind and all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse.

- Everyone working for Oatlands Junior School has responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.

We recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practice in a way that protects them.
- Safeguarding and promoting the welfare of children is everyone's responsibility.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:
  - o Have special educational needs (SEN) or disabilities.
  - o Are young carers.

- o May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
- o Have English as an additional language.
- o Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
- o Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- o Are asylum seekers.
- o Are at risk due to either their own or a family member's mental health needs.
- o Are looked after or previously looked after.

- Extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse

We are committed to:

- A whole school approach to safeguarding, which underpins all aspects of school life.
- Safeguarding and promoting the welfare of all Pupils.
- Working with '***professional curiosity***' and an attitude that '***it could happen here***'.
- Practice that is child-centred, considering, at all times, what is in the best interests of the child.
- Having effective procedures in place which ensure pupils receive the right help, at the right time.
- Playing a pivotal role in local safeguarding arrangements.
- A 'zero-tolerance' approach to harmful sexual behaviours, and child on child abuse.
- Ensuring all staff receive appropriate safeguarding and child protection training which is regularly updated.
- Providing suitably trained and experienced, specialist staff, including a Designated Safeguarding Lead, within the school.
- An age-appropriate, spiral curriculum that effectively prepares pupils for life in modern Britain.
- Reviewing policy, procedure, and practice regularly.

We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them.
- Involving them in decisions which affect them.
- Building children's' resilience to radicalisation through a broad and balanced curriculum that promotes fundamental values and enables children to challenge extremist views.
- Appointing a nominated child protection lead for children and young people, a deputy, and a lead trustee/board member for safeguarding.
- Adopting child protection and safeguarding best practice through our policies, procedures, and code of conduct for staff and volunteers.
- Developing and implementing effective online safety and related procedures.
- Providing effective management for staff and volunteers through induction, supervision, support, training, and quality assurance measures so that all staff and volunteers know about, and follow, our policies, procedures, and behaviour codes confidently and competently.
- Recruiting and selecting staff and volunteers safely, ensuring all necessary checks are made.
- Recording, storing, and using information professionally and securely, in line with data protection legislation and guidance.

- Sharing information about safeguarding and good practice with children and their families through all our communication routes.
- Making sure that children, young people, and their families know where to go for help if they have a concern.
- Using our safeguarding and child protection procedures to share concerns and relevant information with agencies who need to know, and involving children, young people, parents, families, and carers appropriately.
- Using our procedures to manage any allegations against staff and volunteers appropriately.
- Creating and maintaining an anti-bullying and harassment environment and ensuring that we have a policy and procedure to help us deal effectively with any bullying and harassment that does arise.
- Ensuring that we have effective complaints and whistleblowing measures in place.
- Ensuring that we provide a safe physical environment for our children, young people, staff and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance.
- Building a safeguarding culture where staff and volunteers, children, young people and their families, treat each other with respect and are comfortable about sharing concerns.

5. Definitions

To this policy, we will use the following definitions:

Child - As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday. All Pupils in the Trust, including over-18s in Sixth Form, follow the remit of the Policy.

Safeguarding - This is the action that is taken to promote the welfare of children and protect them from harm. This means:

- protecting children from abuse and maltreatment.

- preventing harm to children's health or development.

- ensuring children grow up with the provision of safe and effective care.

- taking action to enable all children and young people to have the best outcomes.

Child protection – This is part of the safeguarding process and refers to the activities undertaken that prevent children suffering, or being likely to suffer, significant harm. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding Partners - Safeguarding partners will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their need. The three partners are:

- Local Authority
- Integrated Care Systems (ICS)
- The chief officer of police for a police area in LA area.

The three statutory safeguarding partners have decided to allow all schools and colleges in the local area to be fully engaged, involved, and included in safeguarding arrangements. As a named as a relevant agency, we are under a statutory duty to co-operate with the published arrangements.

North Yorkshire - With effect from 29th September 2019, North Yorkshire Safeguarding Children Partnership amalgamated with North Yorkshire Children Trust Board to form the North Yorkshire Safeguarding Children

Partnership (NYSCP). The school has a pivotal role to play in multi-agency safeguarding arrangements NYSCP and contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018. The school is aware of and will always act in line with NYSCP arrangements.

Abuse – This is a form of maltreatment and may involve inflicting harm or failing to act to prevent harm.

Neglect – This is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

6. Identifying children and young people who are suffering or likely to suffer significant harm.

Teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns. We recognise 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. Therefore, all staff know of the safeguarding issues that can put children at risk as well as the signs of abuse, harm, and neglect.

a) Indicators of abuse and neglect

Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

i. Physical Abuse

Physical abuse 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/carer fabricates the symptoms of, or deliberately induces, illness in a child.

ii. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 and how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

iii. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether 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 a sexually inappropriate way, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

iv. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve parents/carers 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 caregivers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

b) Safeguarding issues

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

i. Child Sexual Exploitation (CSE)

We recognise that Child Sexual Exploitation (CSE) can happen in person or online. CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g., through others sharing videos or images of them on social media. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. An abuser may groom a young person by giving gifts, drugs, money, status, and affection. This is usually exchange for the young person performing sexual activities. Key to identifying potential CSE is a change in behaviour, having money or items they cannot or will not explain, alcohol or drug misuse, sexually transmitted infections, being secretive.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g.; *they believe they are in a genuine romantic relationship.*

The DfE provides: [Child sexual exploitation: guide for practitioners](#)

ii. Child Criminal Exploitation (CCE)

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

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

iii. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell 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 several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Several of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g., knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs

- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity

- owe a 'debt bond' to their exploiters

- have their bank accounts used to facilitate drug dealing

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

NYSCP Guidance on Criminal Exploitation and County Lines is here

iv.   Modern Slavery and the National Referral Mechanism:

Oatlands Junior School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs.   Trafficking is where children and young people are tricked, forced, or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken to safeguard that child and/or other children. National NRM guidance available here.

v. Extremism
To fulfil the Prevent duty, it is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- **Radicalisation (prevent strategy)**
"The process by which a person comes to support terrorism and forms of extremism leading to terrorism."

- **Extremism (prevent strategy)**
"Vocal or active opposition to fundamental Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faith and beliefs."

vi.   Female Genital Mutilation (FGM)

Female genital mutilation is a procedure where the female genitals are deliberately cut, injured, or changed, but there's no medical reason for this to be done.

vii.   Mental Health

Mental health problems can be an indicator that a child has suffered or is at risk of abuse, neglect, or exploitation. This can have a lasting impact throughout childhood, adolescence and into adult hood.

viii.   Child-on-child abuse, including Sexual Violence and Harassment and Youth Produced Sexual Imagery (sexting)

Oatlands Junior School recognises that children can abuse their peers, that this can manifest itself in many ways and may reflect gender issues.

Sexual violence and sexual harassment involving children at the school is a form of child-on-child abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable nor will it

be tolerated. Oatlands Junior School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case.

Upskirting (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). As of April 2019, upskirting is now a criminal offence, with offenders facing up to 2 years in jail and being place on the sex offenders' register.

Where there are concerns or allegations of child-on-child abuse, the procedures and guidance for staff if they suspect abuse of this policy will be followed, in the same way as if the matter was in respect of abuse by an adult.

ix.   Serious violence

All staff should be aware of indicators, which may signal 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. Serious violence may also include knife crime.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

x.   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, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. 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".

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
Where police are called to an incident of domestic abuse and there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day with an Operation Encompass alert.

Advice is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children

- SafeLives: young people and domestic abuse
- National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

NYSCP guidance is also available here

xi. Extra Familial Harm

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school 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. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. 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, sexual abuse, serious youth violence and County Lines

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is *not* the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

xii. The trio of vulnerabilities

This is made up of three issues: domestic abuse, mental ill-health, and substance misuse. These issues can co-exist in families where significant harm to children has occurred. Where this co-occurrence happens, it is an indicator of increased risk of harm to children.

xiii. Cybercrime

Cybercrime is criminal activity committed using computers and / or the internet. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK Cyber Choices 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.

c) Children potentially at greater risk of harm

All children should be protected but some groups of children are potentially at greater risk of harm.

i. Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare issues, this can lead them to be vulnerable to further harm as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. This should inform decisions about safeguarding and promoting welfare, considering the provision of pastoral and / or welfare support, alongside action by statutory services.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a child has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare and educational, outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

ii. Children who are absent from education

Children being absent for prolonged periods and/or on repeat occasions can be a warning sign of safeguarding issues including neglect, child sexual exploitation and child criminal exploitation.

iii. Children missing from education

This can be a vital warning sign to a range of safeguarding issues and the response of the school will support identifying abuse help prevent the risk of the child going missing in the future.

iv. Elective Home Education (EHE)

School recognises that many home educated children have a positive learning experience, but it can also mean that some children are less visible to services that are there to keep them safe. School will follow local arrangements where parents express their intention to remove a child from school. NYCC Elective Home Education Policy and Procedures is here

v. Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The senior mental health lead for the school is Claire Fretwell. They will access training and resources to develop the whole school approach to mental health and wellbeing.

vi. Looked after children and previously looked after children

The most common reason for children becoming looked after is because of abuse and/or neglect. The school will hold the information in relation to a child's looked after legal status (whether they are looked after under voluntary

arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. The school will hold the name of the child's social worker.

The school recognises that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

We have a designated teacher, Wendy McNerney, who is responsible for promoting the educational achievement of looked after children and previously looked after in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

7. Roles and responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

a) All School Leaders, Staff and Volunteers should:

- Read at least Part One (or Annex A, if appropriate) and Annex B of KCSIE 2023.
- Receive appropriate child protection training, including online safety training, at induction and which is regularly updated, (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Be aware of systems within the school which support safeguarding. These should be explained to them as part of staff induction. This includes: the school's child protection policy; RKLT's Code of Conduct, the identity and role of the DSL and any deputies and the safeguarding response to children who go missing from education.
- Know what to do if a child tells them they are being abused or neglected and know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved. Staff should never promise a child that they will not tell anyone about a report of abuse.
- Be aware of the process for making referrals to children's social care where there are concerns about a child's welfare, for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- Be aware of children who may need support with their mental health.
- Maintain an attitude of '**it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
- **Always** speak with the DSL where there are concerns about a child.
- Speak to a member of the SLT and / or take advice from local children's social care if the DSL is not available.
- Understand that, whilst anyone can make a referral to North Yorkshire Children and Families' Services here, the correct school procedure is to report any concerns to the DSL in the first instance. If after a referral the child's situation does not appear to be improving the DSL (or the person that made.

the referral) should press for re- consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

- Use the NYSCP professional resolution procedure here and in exceptional circumstances, such as in an emergency or a genuine concern that action has not been taken, speak directly to Children and Families' Service. Where referrals are not made by the DSL inform the DSL as soon as possible, that a referral has been made.
- Have due regard to the duty to prevent people from being drawn into terrorism; report known cases of female genital mutilation and follow procedures when a child goes missing from education.
- Be aware of the school emergency procedures regarding lock-down and invacuation.
- Refer concerns to the Headteacher/principal where there are concerns about another staff member,
- Refer concerns to the chair of governors, Director of HR or LADO where there are concerns about the Headteacher or principal.
- Raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and where, necessary have regard to whistleblowing procedures. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – or email: help@nspcc.org.uk
- Be aware of local early help process for North Yorkshire and understand their role in line with Working Together to Safeguard Children 2018, and be particularly alert to the potential need for early help for a child who:
    - o is disabled or has certain health conditions and has specific additional needs.
    - o has special educational needs (whether or not they have a statutory Education, Health and Care Plan).
    - o has a mental health need.
    - o is a young carer.
    - o is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
    - o is frequently missing/goes missing from care or from home.
    - o is at risk of modern slavery, trafficking, sexual or criminal exploitation.
    - o is at risk of being radicalised or exploited.
    - o has a family member in prison,or is affected by parental offending.
    - o is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
    - o is misusing drugs or alcohol themselves.
    - o has returned home to their family from care.
    - o is at risk of "honour" based abuse such as Female Genital Mutilation or Forced Marriage.
    - o is a privately fostered child.
    - o is persistently absent from education, including persistent absences for part of the school day.
- Not assume a colleague or another professional will act and share information that might be critical in keeping children safe and be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. 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.   Staff should be vigilant and always raise any concerns with their DSL or deputy.

- Speak to the designated safeguarding lead (or deputy) about any concerns about female genital mutilation (FGM) and be aware that there is a specific **legal** duty on **teachers, if,** in the course of their work in the profession, they discover that an act of FGM appears to have been carried out on a girl under the age of 18, and that they **must** report this to the police.

- Should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. Therefore, all staff must have an awareness and understanding of the provisions in place (filtering and monitoring systems), manage them effectively and know how to escalate concerns when identified.

Concerns should always lead to help for the child at some point.

b) The Designated Safeguarding Lead

The DSL is a member of the Senior Leadership Team. Our DSL is:

Name	Role	Contact
Estelle Scarth	Headteacher	School hours: 01423 872827 Out of school hours: 07880368313

The DSL takes lead responsibility for child protection and wider safeguarding.

They are supported by:

Name	Role	Contact
Andrew Morley	DSL Online Safety Co-ordinator Deputy Headteacher	School hours: 01423 872827 Out of school hours: 07880368313
Wendy McNerney	DSL Inclusion Leader Assistant Headteacher	School hours: 01423 872827 Out of school hours: 07880368313

Rachel Coyne	DSL Assistant Headteacher	School hours: 01423 872827 Out of school hours: 07880368313
Claire Fretwell	DSL Senior Mental Health Leader	School hours: 01423 872827 Out of school hours: 07880368313
Emily Mansfield	DSL Year 4 Team Leader SLT	School hours: 01423 872827 Out of school hours: 07880368313
Tricia Morales-Macias	DSL Learning Mentor	School hours: 01423 872827 Out of school hours: 07880368313

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.

- Contribute to the assessment of children.

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

- The DSL will also keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

- The DSL should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

The full responsibilities of the DSL and are set out in their job description, which is included in Appendix 1.

c) The Headteacher/Principal

They should ensure that:

- They receive appropriate safeguarding and child protection training, which is regularly updated.
- This policy is communicated to all stakeholders, including to parents when their child joins the school, and via the school website.
- The policies and procedures adopted by the Governing Body particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented, and followed by all staff.
- The DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction.
- All staff undertake appropriate safeguarding and child protection training and update this regularly.
- Act as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate and liaise with the LADO and partner agencies.

d) The Governing Board

- All governors will read Keeping Children Safe in Education 2023.
- The governing board will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation.
- The governing board will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.
- The chair of governors will act as the 'case manager' if an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

The Local Governing Body link governor for Safeguarding is **Paul Ko-Ferrigno**

Name	Role	Contact
Paul Ko-Ferrigno	Chair of Local Governing Body Safeguarding Governor	01423 872827

Further details of the role of the governing body are in Appendix 2.

8. Training

To fulfil their safeguarding duty effectively, all governors, staff and volunteers receive regular, relevant, and comprehensive training, relevant to their role. Training is part of induction but is also aligned and integrated to the wider CPL schedule. Through induction, and the training schedule, all staff and volunteers are provided with opportunities to learn how to recognise and respond to concerns about child abuse.

We have a team of specialist staff, including the Designated Safeguarding Lead (DSL). Staff and volunteers who have these specialist responsibilities linked to safeguarding are given training matched to their role.

Training and guidance on safer recruitment is provided for those responsible for recruiting and selecting staff and volunteers.

Training Record 2023/24

Whole School	Designated Safeguarding Lead	Designated Safeguarding Lead	Headteacher
KCSIE Child Protection & Safeguarding Child Sexual Exploitation E-safety Prevent Anti-bullying	DSL Training DSL Refresher training LA referral Pathway Learning disabilities Eating Disorders Equality and diversity Epilepsy Mental Health 1st Aid Autism Self-harm	DSL Training DSL Refresher training LA referral Pathway Learning disabilities Eating Disorders Equality and diversity Epilepsy Mental Health 1st Aid Autism Self-harm	Safer recruitment LA referral pathways Learning disabilities Eating disorders Equality and diversity Epilepsy KCSIE Child Protection & Safeguarding Child sexual exploitation Prevent Anti-bullying E-safety Mental Health 1st Aid Autism Self-harm

9. Safer Recruitment

Rigorous practices are in place that ensure all staff and volunteers are suitable to work with children and young people.

Oatlands Junior School pays full regard to DfE guidance Keeping Children Safe in Education 2023; the Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement (Amendment) Regulations 2018 under S75 of the Childcare Act 2006.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of the school who is likely to be perceived by the children as a safe and trustworthy adult.

We follow all elements of KCSiE on checking volunteers and contractors, and NYCC Education and Skills guidance on checking host families for educational visits and work experience providers.

It is vital that schools create a culture of safe recruitment and, as part of that, adopt our written recruitment and selection policies and procedures that help deter, reject, or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. The school will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process. The selection decision will be appropriately recorded and a copy of relevant documents, including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file.

At Oatlands Junior School staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Trust or if they receive a Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licences - whether awarded by a court or through fixed penalty notices.

Early Years' Staff are made aware that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the school/setting) or any circumstances which could lead to consideration of disqualification.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a new member of staff and all appropriate checks for the post carried out.

The procedure for safer recruitment and DBS checks is contained in guidance documents available on our careers page: Red Kite Learning Trust - Current Vacancies (rklt.co.uk) and our People online Portal (POP).

Single Central Record

Oatlands Junior School has a single central record detailing a range of checks carried out on all staff (including supply staff, and teacher trainees on salaried routes) who work at the school and, additionally, all members of the proprietor body.

Statutory requirements are such that:

- an Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the school's workforce and for unsupervised volunteers working in regulated activity
- a risk assessment will be undertaken by the Headteacher to decide whether to obtain an Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration, and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents, and other volunteers, whether the volunteer has other

employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file.

- an Enhanced DBS check without Barred List Check, is obtained for maintained school governors and members of the proprietary body of an independent school, including academies and free schools.
- schools will satisfy themselves that any contracted staff are DBS checked where appropriate.
- schools will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work.
- Academies, Independent and Free and Schools will ensure a check of any Section 128 direction for those taking up a management position. Maintained school must undertake this check for all governors.
- all new appointments to the school workforce who have lived outside the UK are subject to additional checks as appropriate.
- schools must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer.
- identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the school workforce before the appointment is made.
- evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable.

It is also good practice, as part of the due diligence on shortlisted candidates, for the school to carry out an online search. This will help identify any issues or incidents that have happened and are publicly available. The school can then explore them with the applicant at interview.

We will also ensure all staff:
- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incidents or decisions made.
- apply the same professional standards regardless of gender or sexuality.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, schools need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations. http://www.legislation.gov.uk/uksi/2018/794/contents/made

Safer Recruitment Training Record

The school ensures that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment. The following staff have received that training:

Member of Staff	Role	Training Complete	Renewal
Estelle Scarth	Head Teacher	Dec 21	Dec 24
Wendy McNerney	Assistant Headteacher	Oct 21	Oct 24
Rachel Coyne	Senior Leader	Feb 23	Feb 26

Holly Hardy-Dawson	Business and Operations Manager	Sep 22	Sep 25
Karen Washer	Governor:	Nov 21	Nov 24
Rai Shacklock	Governor:	Dec 21	Dec 24

Safer Working Practice

"All staff have a responsibility to be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction and in regular staff training sessions. This includes the school's child protection policy and staff behaviour policy (sometimes called code of conduct) of which this

document will become a part." (Guidance for safer working practice for those working with children and young people in education settings)

This guidance was updated in February 2022 via the Safer Recruitment Consortium, and can be accessed here.

Oatlands Junior School follows RKLT Code of Conduct. The school adopts and makes all staff and volunteers aware on induction of the *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings.* In addition the information provided by the NSPCC to ensure that staff are aware of behaviours which should be avoided and that staff and children are safe.

Safer working practice ensures that pupils are safe and that all Oatlands Junior School staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incidents or decisions made.
- apply the same professional standards regardless of gender or sexuality.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

10. Site and premises

Oatlands Junior School has put in place appropriate arrangements to ensure the security of the site. These will include certificates and details of all statutory examinations, testing and remedial work:

- health and safety policy including risk assessments and arrangements.
- asbestos register and management plan.
- fire risk assessment and management plan.
- statutory maintenance and testing certificates.
- a legionella risk assessment and management plan.
- inspection logs and registers.
- details and contact information for responsive maintenance and emergency services contractors.

11. Curriculum

The curriculum plays an important, preventative role in safeguarding. At Oatlands Junior School there is an inclusive, effective Relationships, Sex, Health Education (RSHE) programme in place, which is underpinned by the school's values, standards, and statutory guidance. Pupils are encouraged, enabled, and inspired to be happy, healthy, safe and confident young people now and, in the future. The approach prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

An age-appropriate, spiral curriculum teaches pupils how to keep themselves and others safe. This includes harmful and inappropriate online content, contact, conduct and commerce. Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

- What it is.
- How it is most likely to be encountered.
- The consequences of requesting, forwarding, or providing such images, including when it is and is not

abusive.

- Issues of legality.

- The risk of damage to people's feelings and reputation.

- Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images.

- The receipt of such images.

Pupils understand what is unacceptable and how they can disclose information, even if it is not about them.

The RSHE curriculum can be found here https://www.oatlandsjunior.co.uk/seecmsfile/?id=1681

12. School procedures to ensure children are safe at school and at home

All Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

a) Reporting concerns

i.   If you are concerned a child is suffering or likely to suffer harm, or in immediate danger.

- Act on your concerns immediately.

- Report your concerns to the DSL.

- Anyone can make a referral to children's social care and/or the police immediately if they believe a child is suffering or likely to suffer from harm, or in immediate danger.
- Tell the DSL as soon as possible if you make a referral directly.

ii.   If a disclosure is made

Disclosures or information may be received from a child, parents, or other members of the public. If a child discloses a safeguarding issue to you, you should:
- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so.
- Such information cannot remain confidential, and you must immediately communicate what you have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.

School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

iii. If you discover that FGM has taken place, or a child is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

iv. If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter- agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral

must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

v.   If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

vi.   If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by speaking with the DSL.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

vii. Allegations of abuse made against other pupils

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence.
- Could put pupils in the school at risk.
- Is violent.
- Involves pupils being forced to use drugs or alcohol.

- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it.

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.

- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.

- Ensuring pupils know they can talk to staff.

- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

viii. Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.

- Delete the imagery or ask the pupil to delete it.

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.

- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)

- What further information is required to decide on the best response.

- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown).

- Whether immediate action should be taken to delete or remove images from devices or online services.

- Any relevant facts about the pupils involved which would influence risk assessment.

- If there is a need to contact another school, college, setting or individual.

- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult.

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).

- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.

- The imagery involves sexual acts and any pupil in the imagery is under 13.

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

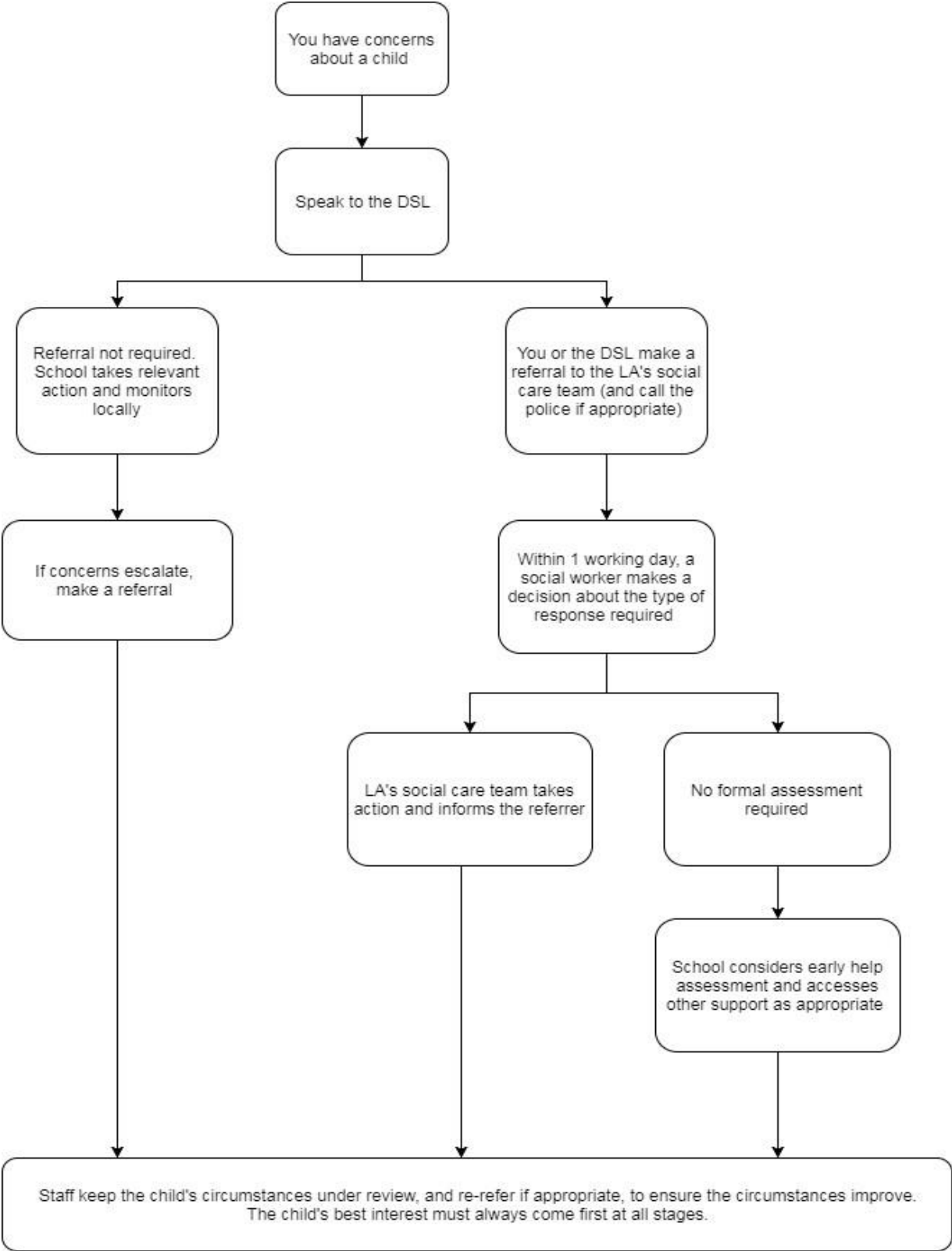**Referring to the police**
If it is necessary to refer an incident to the police, this will be done through our police community support officer or dialing 101, Paul Robinson-Ripley]

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

You have concerns about a child

↓

Speak to the DSL

Referral not required. School takes relevant action and monitors locally

↓

If concerns escalate, make a referral

You or the DSL make a referral to the LA's social care team (and call the police if appropriate)

↓

Within 1 working day, a social worker makes a decision about the type of response required

LA's social care team takes action and informs the referrer

No formal assessment required

↓

School considers early help assessment and accesses other support as appropriate

Staff keep the child's circumstances under review, and re-refer if appropriate, to ensure the circumstances improve. The child's best interest must always come first at all stages.

b) Responding to concerns

i.   Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm to **any child, including where there is already an open case to Children's Social Care**, (e.g., Looked after Child).

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police/West Yorkshire Police on 999.
- If they should report a crime that does not need an emergency response by calling 101
- If there is an urgent safeguarding concern and they should call – North Yorkshire Customer Resolution Centre on 01609 780780.
- Any urgent medical needs of the child.
- Whether to make an enquiry to the North Yorkshire Customer Resolution Customer Resolution Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan.
- Discussing the matter with other agencies involved with the family.
- Consulting with appropriate persons e.g., Local Safeguarding Children's Partners Safeguarding Arrangements.
- The child's wishes and any fears or concerns they may have.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant.
- Whether to make a referral to statutory services as the child may be in need or because a child is suffering. or is likely to suffer significant harm and if this needs to be undertaken immediately.
  OR
- Not to make a referral at this stage.
- If further monitoring is necessary.
- If it would be appropriate to undertake an early help assessment and/or make a referral for other services.

ii.   Responding to Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- Make regular contact with Children's Social Care.
- Contribute to the Strategy Discussion and all assessments.
- Provide a report for, attend, and contribute to any subsequent Child Protection Conference.
- If the child has a Child Protection Plan, contribute to the Child Protection Plan, and attend Core Group Meetings and Review Child Protection Conferences.
- Where possible, share all reports with parents prior to meetings.
- Where in disagreement with a decision made e.g., not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the Local Safeguarding Partnership procedures.

- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or their manager in Children's Social Care e.g., any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

iii.   Monitoring

School will monitor any cause for concern including where there could be serious child welfare concerns e.g.

- Injuries/marks
- Attendance
- Changes e.g., mood/ academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements, comments
- Medicals
- Stories, 'news', drawings
- Response to P.E./Sport
- Family circumstances
- Parental behaviour/ care of child
- Online activity

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

iv.   Consent

- It is good practice that agencies work in partnership with parents and carers, and they are informed of your concerns with consent obtained for referrals.
- Consent is always required for referrals to services such as Early Help, without it, the services available to the family may be limited.
- Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.
- Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.
- All referrals to Children and Families Service will be made by submitting a universal referral form or the Early Help Assessment form, if this has been completed.

v.   **Supporting the Child and Partnership with Parents and Carers**

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

c.   **Recording concerns**

Where there is a concern about a child a record must be made and passed to a DSL immediately. All

records should be objective and include:

- statements, facts, and observable things (what was seen/heard).
- diagram indicating position, size, and colour of any injuries (not photograph).
- words child uses, (not translated into 'proper' words).
- non-verbal behaviours.
- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

School will record:

- Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan.
- Key contacts in other agencies including GP details.
- Any disclosures/accounts from child or others, including parents (and keep original notes).
- Significant contacts with carers/other agencies/professionals.
- All concerns, discussions, decisions, agreements made, and actions taken and the reasons for these (dated, timed, and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

We will retain records as follows:

- Records will be kept in line with our records retention schedule.
- All sensitive and child protection records will be kept confidential and secure. They will only be available to those who have a right or professional need to see them. The school uses CPOMS to record safeguarding information.
- Non-confidential records will be made easily accessible and available.
- When a child moves to another school any child protection files will be transferred promptly, securely and separate from the main pupil file. The school will also speak to the DSL of the receiving school to provide information that will enable the necessary preparation to ensure the safety of the child.

When sharing confidential information about a member of staff or pupil, the school has regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR and where relevant, the Education (Pupil Information) (England) Regulations 2005 and the Freedom of Information Act 2000. Advice on information sharing advice for practitioners can be accessed [here](#).

The school notes that Keeping Children Safe in Education (2023) para 57 The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe and promoting their welfare. Fears about sharing information <u>must not</u> be allowed to stand in the way of the need to safeguard and promote the welfare. This includes allowing practitioners to share information without consent.

If in any doubt about sharing information staff should speak to the DSL.

Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open, and honest working partnership with parents and carers.
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents, and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

13. Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors or Director of HR or LADO.

Low-level concerns

The term low-level concerns covers behaviours that **DO NOT** meet the **harm threshold** but still cause concern. KCSIE definition**:**

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples**:**

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

It is important to remember that these concerns exist on a large spectrum where two low-level concerns may look very

different but are still covered under that same guidance.

14. Online Safety and social media

The use of 'Information and Communication Technologies (ICT)' has great benefits for the development of students' learning and the administration and governance of Oatlands Junior School. With these advantages, however, come risks, including:

- Child sexual exploitation
- Identity theft including phishing.
- Spam
- 'Cyber' bullying
- Viruses

It is the aim of this section of the policy to minimise these risks for:

- Students
- Staff and others involved with the daily activities of the Trust.
- The dark net

Online safety

Issues relating to online safety can be categorized into 4 areas of risk:

- content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group

This policy is concerned with significantly unsafe use of ICT, not minor infringements. Just as safe use of ICT is commonly known as Online Safety, unsafe use of ICT is an Online Safety incident.

A n Online Safety incident:

- uses some form of technology.
- causes or could have caused significant offence, harm, or distress.
- may or may not be deliberate.
- may not have occurred within school or on school equipment.

Examples of Online Safety incidents (not exclusive) include:

- a student or member of staff viewing pornography on a school computing device.
- a student bullying someone from another school with text messages.
- a student bullying a fellow student using instant messaging services.
- a student placing distressing posts about a member of the school community on social networking sites like Facebook.
- a student publishing their own address details on the Internet.
- a student publishing revealing images of her or himself on a social networking site.
- a student sharing a phone video of a member of staff in a lesson with other students.
- a member of staff suspecting a student of being groomed through their use of internet chat services.
- a student modifying a photo of a member of staff and distributing it leading to offence.

Staff Responsibilities

Andrew Morley (DSL and Deputy Headteacher)

Each school will identify an 'Online Safety Coordinator'; all members of the school community will be made aware of who holds this post. It is the role of the Online Safety Coordinator to:

- Keep abreast of current issues and guidance through organisations such as CEOP (Child Exploitation and Online Protection) and Childnet.
- Provide regular training which explains online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Support staff in handling incidents.
- Support the education of students and staff in the safe use of ICT

RKLT IT Services

Maintain services in support of the safe use of ICT. Typically to include;

- Internet and email filtering and logging.
- Management tools to monitor ICT use.
- Logging of network access.
- Appropriate level of IT security to guard against malicious use.

Other staff

- Know what is safe use of ICT.
- Understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- Model safe use of ICT within the school community and beyond.
- Be alert to unsafe use of ICT, by students & staff within school and beyond.
- Manage & report incidents as appropriate.
- Educate students where required by the curriculum.

Student Responsibilities

- Must adhere to an Acceptable Use Policy
- Must report incidents as they occur through the most appropriate member of staff, e.g., current teacher, form tutor, Online Safety Coordinator, DSL or SLT.

Parent Responsibilities

- Understand the Acceptable Use Policy and encourage their child to use ICT safely.

o Accept any sanctions that are applied when a student breaches the policy.

Education in Safe Use of ICT

Staff

- In addition to the Child Protection training, all staff will be trained in the safe use of ICT both for themselves and for students they supervise; the training will be regular and kept up-dated.
- Certain members of staff will have a higher level of expertise and clearly defined responsibilities.
- All new staff will receive an individual copy of the Safeguarding and Child Protection Policy, making a signed declaration this has been received, which includes information on each school's acceptable use policy, as part of their induction.

The training will raise awareness of their individual responsibilities for the safeguarding of children within the context of Online Safety and will cover what to do in the event of misuse of technology by any member of the school community.

Students

- Each school will provide opportunities through ICT, Assemblies and other curriculum and non-curriculum times as appropriate.
- The ICT curriculum for will include relevant legislation such as Data Protection and intellectual property laws.
- Students will be taught about copyright and respecting other people's information, images, and related topics.
- Students will be made aware of the impact of Cyberbullying and know how to seek help if they are affected by any form of online bullying.
- Students will be taught the dangers of releasing personal information through the use of social networking platforms and instant messaging / chat facilities.
- Students will also be made aware of where to seek advice or help if they experience problems when using the internet and related technologies; i.e., parent/ carer, teacher/ trusted staff member, or an organisation such as Childline or CEOP report abuse button.

7. Managing Technology

The Internet is an open communication medium, available to all, at all times. Anyone can view information, send messages, discuss ideas and publish material which makes it both an invaluable resource for education, business and social interaction, as well as a potential risk to young and vulnerable people. Internal networks are logged to allow any inappropriate use to be identified and followed up.

Infrastructure

RKLT IT Services will monitor access and use of the school network including internet services, so activity is monitored and recorded. Email and internet activity can be monitored and explored further if required.

Each school will be aware of its responsibility when monitoring staff and student communication under current legislation and take into account:

- General Data Protection Regulation (GDPR) 2018
- Data Protection Act 1998
- The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000,
- Regulation of Investigatory Powers Act 2000,
- Human Rights Act 1998

And with regard to cyber bullying or other harmful communication:

- Protection from Harassment Act 1997
- Criminal Justice & Public Order Act 1994

- Malicious Communications Act 1988
- Communications Act 2003
- Defamation Act 2013

RKLT IT Services will use management systems for controlling and monitoring workstations. The school also reserves the right to inspect any computing device authorised for use for school activity.

Managing the Internet

Access to the Internet will be monitored. A filtering and monitoring system is in place and its effectiveness is regularly reviewed.

Staff will make every effort to preview sites and applications before recommending them to students; it is recognised that internet sites and applications are beyond the control of the Trust.

All users must observe software copyright at all times. It is illegal to copy or distribute school software or illegal software from other sources.

All users should make all reasonable attempts to observe copyright of materials from electronic resources.

Users must not post personal, sensitive, confidential or classified information or disseminate such information in any way that may compromise its intended audience.

Users must not reveal personal information/images about members of the school community (including names) acquired through school life on any social networking site or blog without seeking the subject's permission. Information published on the internet prior to the adoption of this policy may remain where not causing an issue, however staff should declare any material in the public domain (to the Designated Safeguarding Lead) which will be inspected for suitability.

If staff are asking students to download apps or sign-up to sites for activities such as blogging, permission must be sought from the relevant Senior Leader in conjunction with RKLT IT Services.

Communication

Students, Parents, Staff and Governors are made aware of the Safeguarding and Child Protection Policy through a variety of means:

- Online Safety will be introduced to the students at the start of each school year
- Online Safety messages will be embedded across the curriculum whenever the Internet and/or related technologies are used including Assemblies and other non-curriculum time
- Online Safety posters will be prominently displayed
- Online Safety updates will be displayed via the following methods;
- school website
- any school learning platform

Specific Online Safety Issues

Further advice available http://www.itgovernance.co.uk/

Digital images & video

Digital images are easy to capture, reproduce and publish and, therefore, misuse. It is not always appropriate to take or store images of any member of the school community or public, without first seeking consent and considering the appropriateness.

With the written consent of parents (on behalf of students) and staff, the school permits the appropriate taking of images by staff and students. Staff should only take photographs or videos of students with the express permission of student and parent. This is normally obtained from parents on entry to each school and a list of the students whose parents have objected to this is kept by the Data Officer. It is preferred that school equipment is used for this, but in any case, images must be transferred within a reasonable time scale and solely to the school's network or hosted services controlled by the school and deleted from the original device. Staff must not share or store

images of students on their own Personal Mobile Device (PMD) or personal social media networks.

Students must be advised when using personal digital equipment, especially during field trips, that images and video should only be taken and shared with the subjects' consent. Students should also be advised that complaints against this condition will be considered a serious breach of this policy and risk having the device confiscated until it can be inspected, in their presence, by the Online Safety co-ordinator, DSL or a member of the Senior Leadership Team.

Permission to use images and video of all staff is sought on induction and a copy is to be stored in the relevant personnel file within each local school.

Publishing Student's Images and Work

On a student's entry to the school, all Parents/carers are asked to give permission to use their student's work / photos in the following ways:

o   on the school web site.
o   on the school's learning platform.
o   in the school prospectus and other printed publications that the school may produce for promotional purposes.
o   recorded/ transmitted on a video or webcam.
o   in display material that may be used in the school's communal areas.
o   in display material that may be used in external areas, i.e., exhibition promoting the school.
o   general media appearances, e.g., local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically).

This consent form is considered valid for the entire period that the child attends each school unless there is a change in the child's circumstances where consent could be an issue, e.g., divorce of parents, custody issues, etc. Parents/carers may withdraw permission, in writing, at any time. Consent has to be given by all interested parties in order for it to be deemed valid. Students' full names will not be published alongside their image by the school and vice versa. E-mail and postal addresses of students will not be published. Often, the press wishes to publish full names for members of teams. In these cases, the member of staff supervising will ensure that appropriate permission is sought. Before posting student work on the Internet, the member of staff responsible must check that permission has been given for work to be displayed.

Video Conferencing

•   All students are supervised by a member of staff when video conferencing –   unless permission is given by the E Safety Coordinator or a member of SLT.
•   Any conferencing equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.
•   No part of any video conference with end-points outside of the school is to be recorded in any medium without the written consent of those taking part.

Additional points to consider:

•   Participants in conferences offered by 3rd party organisations may not be DBS checked and therefore supervision is required.
•   Conference supervisors need to be familiar with how to use the video conferencing equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the conference.

Personal Mobile Devices (PMDs) including iPads, phones and other PMDs provided by school

The school allows staff to bring in PMDs for their own use. Under no circumstances does the school allow a member of staff to use an identifiable PMD/personal email account to contact a student.

Staff are advised not to contact a parent/carer using their PMD but there may be circumstances concerning a duty of care to students which override this.

•   Students are allowed to bring PMDs to school.

- The school is not responsible for the loss, damage or theft of any personal PMD.
- The sending of inappropriate (as determined by any involved party) text messages between any member of the school community is not allowed.
- Permission must be sought before any image or sound recordings are made on these devices of any member of the school community.
- Users bringing personal devices into school must ensure there is no inappropriate or illegal content on the device.
- Where the school provides mobile technologies such as iPads, phones, laptops for offsite visits and trips, these devices must be used
- Where members of staff use PMDs to access school services such as email or the intranet, they should not download personal information such as lists of student names to their phone.
- Where members of staff use PMDs to access school services, password protection is mandatory in case of theft or loss. Any staff losing a PMD which is configured for school data services must report the loss to IT Services as soon as practical. The Trust strongly advises staff to install the school's Mobile Device Management software onto the PMD if they have configured their device to school services.

iPad Schemes

Authorised use of mobile devices under this scheme will be covered by the iPad Learning Agreement

Further Guidance

Websites offering help and advice:

- http://www.anti-bullyingalliance.org.uk
- http://www.itgovernance.co.uk/
- http://www.thegrid.org.uk/schoolweb/safety/webcams.shtml
- http://www.thinkuknow.co.uk
- http://www.leedslearning.net/documents/E-Safety/Chat%20Room%20Dangers%20and%20computer%20safety.doc
- http://www.ceop.gov.uk/
- http://www.getsafeonline.org/
- http://www.parentscentre.gov.uk/flash/safety/main.swf
- http://www.kidsmart.org.uk/
- http://www.microsoft.com/athome/security/children/default.mspx
- http://www.parentscentre.gov.uk/
- http://schools.becta.org.uk/index.php?section=is
- http://publications.becta.org.uk/display.cfm?resID=32424&page=1835
- http://www.digizen.co.uk/
- http://www.portal.northerngrid.org/ngflportal/custom/resources_ftp/client_ftp/   Online Safety_audit_tool/E- Safety_audit_tool.html
- http://www.nextgenerationlearning.org.uk/safeguarding

Procedures for Handling and Reporting Incidents

- Student Online Safety incidents

Many incidents of misbehaviour involving ICT do not lead to actual or potential significant offence, harm or distress. These should be dealt with by our normal discipline procedures. Where the member of staff involved believes the event to be an Online Safety incident, they will follow this procedure:

- Log the incident via email to the Online Safety Coordinator. This fulfils the duty to inform the Online Safety coordinator. This is a neutral log – not a punishment – however follow school procedures with regards to issues that merit further sanction.
- Staff must not investigate an Online Safety incident and should not ask students to forward inappropriate or illegal content.
- If the incident constituted misbehaviour the member of staff must follow standard school procedures.

- The Online Safety co-ordinator investigates and decides whether further action should be taken.
- Further action may include sanctions or education and may involve parents. In extreme cases, it may be necessary to involve outside agencies such as the Police or the local authority.
- The Online Safety Co-ordinator will inform staff as appropriate.

- Staff Online Safety incidents

If a member of staff suspects another member of staff has breached this policy, they should report their concerns to the Designated Safeguarding Lead. This will be investigated to see if further action is needed and report to the Headteacher/CEO. Any internal disciplinary action taken will conform to the Expectations, Code of Conduct and Disciplinary Policy. If a criminal offence has been committed, the details will be passed on to the appropriate authorities.

Social Media

This section of the policy is in place to minimise the risks to our Trust through use of social media.

- This policy deals with the use of all forms of social media, including Facebook, LinkedIn, Twitter, Google+, Instagram, WhatsApp and Snapchat and all other social networking sites, internet postings, blogs and chat apps. It applies to use of social media for business purposes as well as personal use that may affect our Trust in any way.
- This policy covers all employees, officers, consultants, contractors, volunteers, casual workers, and agency workers.
- This policy ensures the Trust maintains its duty to safeguard children, the reputation of the Trust and those who work for it and the wider community.
- This policy does not form part of any employee's contract of employment, and we may amend it at any time.

Personal use of social media

- Personal use of social media during working hours is not permitted.
- You must avoid making any social media communications that could damage our business interests or reputation, even indirectly.
- You must not use social media to defame or disparage the Trust, Oatlands Junior School, our staff, students, parents/carers or any third party; to harass, bully or unlawfully discriminate against students, parents/carers, staff or third parties; to make false or misleading statements; or to impersonate colleagues or third parties.
- You must not express opinions on our behalf via social media, unless expressly authorised to do so.
- You must not post comments about sensitive business-related topics, such as school performance, or do anything to jeopardise confidential information and intellectual property.
- You must not accept students or their parent/carers as friends or use social media to send any personal messages to them directly or indirectly – personal communication could be considered inappropriate and unprofessional and may put you and/or your colleagues vulnerable to allegations.
- You are strongly advised not to be friends (on or offline) with recent students (the potential for colleagues at the school to be compromised in terms of content and open to accusations makes the risk not worth taking) and colleagues at the school are also strongly advised not to be friends with students at other schools (on or offline) as this is likely to make them vulnerable to allegations and may be open to investigation by the school or police. Where a colleague is considering not following this advice, they are required to discuss the matter, and the implications with the Headteacher or DSL.
- You must not share any personal information with any student (including personal contact details, personal website addresses/social networking site details) and ensure good safeguarding practice.
- Caution is advised when inviting work colleagues to be "friends" in personal social networking sites. Social networking sites blur the line between work and personal lives, and it may be difficult to maintain professional relationships, or it might be just too embarrassing if too much personal information is known in the work place.
- You must not post or share photographs of students under any circumstances.

- Any misuse of social media should be reported to the Online Safety co-ordinator, DSL or member of SLT.

Guidelines for responsible personal use of social media

- You should make it clear in social media postings, or in your personal profile, that you are speaking on your own behalf. Write in the first person and use a personal e-mail address.
- You must be conscious at all times of the need to keep your personal and professional lives separate. You should not put yourself in a position where there is a conflict between your work for the trust and your personal interests.
- Be respectful to others when making any statement on social media and be aware that you are personally responsible for all communications which will be published on the internet for anyone to see.
- If you disclose your affiliation with us on your profile or in any social media postings, you must state that your views do not represent those of your employer. You should also ensure that your profile and any content you post are consistent with the professional image you present to the community and colleagues.
- If you are uncertain or concerned about the appropriateness of any statement or posting, refrain from posting it until you have discussed it with your line manager. All communication via social networking sites should be made with the awareness that anything said, shown or received could be made available, intentionally or otherwise, to an audience wider than that originally intended.
- You are strongly advised, in your own interests, to take steps to ensure as far as possible that your on-line personal data is not accessible to anybody who you do not want to access it. For example, you are strongly advised to check the security and privacy settings of any social networking site you subscribe to and set these to maximum and, where relevant, use strong passwords and change them regularly
- If you see social media content that disparages or reflects poorly on the Trust, you should contact the local Headteacher or CEO.

Business use of social media
- There are many legitimate uses of social media within the curriculum and to support student learning – for example, school and faculty-based Twitter accounts. There are also many possibilities for using social media to enhance and develop students' learning.
- There must be a strong pedagogical or business reason for creating official school social media sites. Staff must not create sites unnecessarily or for trivial reasons which could expose the Trust to unwelcome publicity or cause reputational damage. As a guideline, we would expect accounts to be limited to one faculty account. Staff should remember that the greater the number of accounts the greater the risk of those accounts being "hacked".
- When using social media for educational purposes, the following practices must be observed:
  - Staff should set up a distinct and dedicated social media site or account for educational purposes. This should be entirely separate from any personal social media accounts held by that member of staff, and ideally should be linked to an official school email account.
  - The URL and identity of the site should be notified to IT Services and a member of SLT before any account is activated.
  - The current password or login details for all social media accounts must be provided to a member of SLT who will retain a record of such information.
  - The content of any school-sanctioned social media site should be solely professional and should reflect well on the school.
  - **Staff must ensure that the school has consent to use, post or publish a photograph or video image of the student.**
  - **Staff must ensure that they do not identify a student using their full name. Only first/forenames or initials may be used.**
  - Care must be taken that any links to external sites from the account are appropriate and safe.
  - Any inappropriate comments on or abuse of school-sanctioned social media should immediately be removed and reported to a member of the SLT.
  - Staff should not engage with any direct messaging of students through social media where the message is not public.
  - Staff should not seek to view/link up with view student accounts. For example, in the case of Twitter, staff should not "follow back" those who follow, share or like School comments/posts.

14. Monitoring

We reserve the right to monitor, intercept and review, without further notice, staff activities using our IT resources and communications systems, including but not limited to social media postings and activities, to ensure that our rules are being complied with and for legitimate business purposes and you consent to such monitoring by your use of such resources and systems.

15. Local Safeguarding Children Partner Safeguarding Arrangements

Oatlands junior School will follow NYSCP multi-agency procedures. They have been developed as a framework for services working in child safeguarding within North Yorkshire. They reflect relevant legislation, guidance and the local context in North Yorkshire. Professionals that are or may be involved in the protection of children need to have a working knowledge of these procedures and to refer to relevant sections as required which can be found here

Oatlands Junior School will follow NYSCP Practice Guidance. This has been agreed as a framework for multi-agency working in child protection across North Yorkshire. It reflects the relevant national legislation, current guidance and local context in North Yorkshire. Professionals that are or may be involved in the safeguarding of children need to have a working knowledge of these documents and to refer to relevant sections as needed. This can be found here

16. Complaints

Wherever a complaint indicates that a child's safety or wellbeing is at risk, RKLT has a duty to report this immediately to the relevant Local Authority. Any action taken will follow the procedures set out in this policy.

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

Other complaints

When concerns are raised, they will be dealt with promptly through a fair, transparent process and without prejudice. Details of RKLT's Complaints Policy can be found here.

Whistleblowing

The Trust is committed to achieving the highest possible standards of service and ethical standards and this policy will enable you to raise your concerns of serious wrongdoing without fear of reprisal. The Whistleblowing Policy covers concerns about wrongdoing within the Trust.

17. Monitoring and review

This policy will be reviewed **annually** by Andrew Beecroft, RKLT Safeguarding Lead. At every review, it will be approved by the full governing board.

Appendix 1 – DSL Job description

Each school will have at least one named DSL. Schools may choose to appoint Deputy DSL's, based on size, phase and context of the school. The following will also apply to them.

Purpose of the role

- To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place for the school.
- To always promote the safety and welfare of children and young people.

i.   Expectations

The DSL should:
a. Be a senior member of staff from the school's leadership team*
b. Have the appropriate status and authority within the school to carry out the duties of the post.
c. Have the role explicitly set out in their job description.
d. Have the time, funding, training, resources, and support to: • Advise and support other staff on child welfare, safeguarding and child protection matters • Take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so • Contribute to the assessment of children

*The Deputy DSL does **not** need to be a member of the leadership team.*

2. Main responsibilities

a. Take lead responsibility for safeguarding and child protection (including online safety).
b. Provide advice and staff on child welfare, safeguarding and child protection matters.
c. Liaise closely with children's social care and other services and safeguarding partners.
d. Report regularly to Local Governing Board on issues relating to safeguarding and child protection, to ensure that child protection is seen an ongoing priority issue and that safeguarding, and child protection requirements are being followed at all levels of the organisation.
e. The DSL should take lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place

3.   Working with others

a.   The DSL will liaise with:
i.   The headteacher – to inform them of issues, especially enquiries under section 47 of the Children Act 1989 and police investigation.
ii. The 'case manager' and the designated officer(s) at the LA – for child protection concerns involving a staff member.
iii. The senior mental health lead and, where available, mental health support team – where safeguarding concerns are linked to mental health.

iv.	Staff – on matters of safety, safeguarding and welfare (including online and digital safety); when deciding whether to make a referral by liaising with relevant agencies; and as a source of safeguarding support, advice, and expertise for all staff.

v.	Safeguarding partners and act as a point of contact.

b.	**They will also work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:**
i.	Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
ii.	Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.
c.	**They will also:**
i.	Act as source of support, advice, and expertise for all staff.
ii.	Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families maybe facing challenging circumstances.
iii.	Take part in strategy discussion and inter-agency meetings.
iv.	Contribute to the assessment of children.

4. Raising awareness

a.	Ensure each member of staff has access to, understands the school's policy and procedures.
b.	Ensure the policy is reviewed annually and procedures are updated regularly, working with the governing body.
c.	Make sure the policy is made public and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.
d.	Link with safeguarding arrangements to make sure staff are aware of training opportunities and latest policies.
e.	Share information with staff about the welfare safeguarding and child protection issues that pupils who have, or have had, a social worker are experiencing.

5. Manage referrals

The DSL will refer cases:
a. Of suspected abuse and neglect to the local authority children's social care as required.
b. To the Channel programme where there is a radicalisation concern.
c. Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
d. Where a crime may have been committed to the Police as required.

6. Information sharing and managing the child protection file

The DSL is responsible for ensuring:
a. The child protection files are kept up to date.

b. Information is kept confidential and stored securely. They should also make sure files are only accessed by those who need to see them, and that any information sharing happens in line with the guidance set out in KCSIE.
c. Records include: • A clear and comprehensive summary of the concern • Details of how the concern was followed up and resolved • A note of any action taken, decisions reached and the outcome
d. When children leave the school the child protection file is transferred to the new school as soon as possible.

7. Training, knowledge, and skills

a. Undertake training, at least every two years, to provide them with the knowledge and skills to carry out the role. This should include the LSCP referral pathway.
b. Undertake Prevent awareness training.
c. The DSL and deputies should refresh their knowledge regularly to understand any developments relevant to their roles. This could include: • E-bulletins e.g., LSCP One Minute Guides • Meeting other DSLs • Reading up on safeguarding developments
d. Work closely with the RKLT Safeguarding Lead to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about organisational safeguarding and child protection practice.

8. Availability

a. The DSL, or a deputy, should always be available during school hours in term time for staff to discuss any safeguarding concerns. This means: • Staff must know how to contact them. • They should normally be available in person • In some "exceptional" circumstances it might be acceptable for them to be available via phone or a similar medium
b. Out of term time you may wish to devise a rota to have some availability.

9. Support

a.	Each DSL will have access to:
i.	Regular supervision
ii.	Team meetings and management meetings as arranged
iii.	Training relevant to role, context, and phase
iv.	Regular contact with Trust Safeguard Lead
v.	DSL conference every term
b.	DSL's will be given the time, funding, and resources to fulfil their duties

Appendix 2 – The Role of the Governing Body

The Local Governing Body should ensure that:

- the school has a whole school approach to safeguarding and that all systems, processes and policies operate with the best interests of the child at their heart.
- the school is aware of and complies with the Local Authority's arrangements to promote co-operation between itself, the school and relevant partners and organisations who are engaged in activities relating to children.
- the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children.
- the school understands the local criteria for action and the local protocol for assessment.
- there is a clear accountability for the commissioning and / or provision of services designed to safeguard and promote the welfare of children.
- there is a senior board level lead to take strategic leadership responsibility for the school's safeguarding arrangements (e.g., nominated governor).
- the school has a child protection policy and procedures in place. They are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the NYSCP, are updated annually, and available publicly either via the school or college website or by other means.
- the school has a behaviour policy in place, which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- there is recognition of the expertise that staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- the child protection policy and procedures are provided to and read by all staff, including temporary staff and volunteers, on induction.
- all staff read at least part one (or Annex A, if appropriate) of KCSIE 2023 and all leaders and staff who work directly with children read Annex B of KCSIE 2023.
- mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of KCSIE 2023 to ensure that all staff understand and follow the policies and procedures adopted by the governing body.
- all staff undertake appropriate child protection training (including online safety).
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding and child protection (Designated Safeguarding Lead). This is explicit in the DSL's job description (**Appendix 1**) and the need for a deputy DSL is reviewed.
- the DSL has the appropriate authority and the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- information regarding the role of the DSL is provided to all staff and volunteers on induction.
- a designated teacher is appointed and appropriately trained to promote the educational achievement of children who are looked after and have previously been looked after, (children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales,) and should work with the Virtual School Head.
- staff have the skills, knowledge and understanding necessary to keep looked after, and previously looked after children safe.
- appropriate staff have the information they need in relation to a child's looked after legal status.

- the DSL holds information on which children have a social worker so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes and that child protection files are maintained.
- the school accesses a range of advice to help them identify children in need of additional mental health support.
- the school prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, and taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- the school works to the written recruitment and selection policies and procedures in place.
- at least one person on any appointment panel has undertaken safer recruitment training.
- the school works to the staff behaviour policy (code of conduct) which will amongst other things include acceptable use of technologies, staff/pupil relationships and communications including the use of social media. This is provided to all staff, including temporary staff and volunteers, on induction.
- staff and governors adhere to the school's policy on acceptable use of technologies and communication using technologies. CYPS Information Site includes a model acceptable use policy for staff and governors to sign (in the NYCC Online Safety Guidance for Schools).
- the school works to the code of conduct for governors.
- the school works to procedures for dealing with allegations of abuse against staff, including supply staff, and volunteers that comply with guidance from the LSCP and locally agreed inter-agency procedures.
- the proprietor/chair of governors liaises with the LADO, Director of HR and/or partner agencies in the event of allegations of abuse being made against the head teacher.
- in the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school, allegations are reported directly to the LADO.
- there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has harmed or poses a risk of harm to a child or vulnerable adult and the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.
- as schools increasingly work online that children are appropriately safeguarded.
- children are taught about safeguarding, including online, through teaching and learning opportunities, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded) The statutory RSHE guidance can be found here.
- appropriate filters and appropriate monitoring systems are in place so children are safeguarded from potentially harmful and inappropriate online material being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- ensure that staff undergo regular updated safeguarding training, including in relation to online safety and for children to be taught about safeguarding, including in relation to online safety that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
- and additional guidance.
- all staff and governors recognise that children are capable of abusing their peers (including online).
- A policy and procedures are in place with regards to peer on peer abuse and followed by all staff (ref KCSIE paras 46 -54 and 144 - 146, and KCSIE Part 5 Child on Child Sexual Violence and Sexual Harassment), all staff should have due regard to this and updated DfE guidance Sexual Violence and sexual harassment between children in schools and colleges (September 2021).

- the school has due regard to the duties to prevent people from being drawn into terrorism and to protect and prepare pupils against the risk of a terrorist attack (there is a definition of terrorism in Annex B- Preventing Radicalisation).
- all staff understand the risk factors regarding female genital mutilation and known cases are reported.
- appropriate safeguarding responses are in place to children who go missing from education (ref KCSIE para 85 and 164) including the statutory duty to notify the LA, as appropriate, when a pupil's name is about to be deleted from the school admission register.
- **Use of school premises for non-school activities** Where the school rents out school facilities / premises to organisations or individuals, they should ensure that appropriate arrangements are in place to keep children safe. The governing body should seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as necessary) KCSIE paras 155 – 156.
- there is an annual review of policies and procedures and the NYSCP Schools' Safeguarding Audit is completed and submitted every other year as required by NYSCP.
- any deficiencies or weaknesses regarding child protection arrangements, whenever identified, are remedied without delay.
- when there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take.
- systems are well promoted, easily understood and easily accessible for children to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.
- staff are aware that children with SEN, disabilities, mental health or medical conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children and this policy links with the schools SEND policy.

Appendix 3 – RKLT Filtering and Monitoring

RKLT Filtering and Monitoring 2023 - 2024

RKLT School:		
Senior Leader responsible:	Andrew Morley (DSL and Deputy Headteacher)	
Filter provider:	Talk Straight/Schools Broadband	
The filtering provider is a member of Internet Watch Foundation (IWF).		Y/N
The filtering provider is signed up to Counter-Terrorism Internet Referral Unit list (CTIRU).		Y/N
The filtering provider is blocking access to illegal content including child sexual abuse material (CSAM).		Y/N
The filtering system is operational.		Y/N
The filtering system is up to date.		Y/N
The filtering system is applied to all users, including guest accounts.		Y/N
The filtering system is applied to all school owned devices. (Yes, provided devices are on school premises)		Y/N
The filtering system is applied to all devices using the school broadband connection.		Y/N
The filtering system filters all internet feeds, including any backup connections.		Y/N
The filtering system is age and ability appropriate for the users and be suitable for educational settings.		Y/N
The filtering system can handle multilingual web content, images, common misspellings, and abbreviations.		Y/N
The filtering system identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them.		Y/N
The filtering system provide alerts when any web content has been blocked.		Y/N
The filtering system can provide filtering on mobile or app technologies.		Y/N
The filtering system can allow you to identify device name or ID, IP address, and where possible, the individual.		Y/N
The filtering system can allow you to identify the time and date of attempted access.		Y/N
The filtering system provides alerts when any web content has been blocked.		Y/N

All staff know how to report if: • they witness or suspect unsuitable material has been accessed. • they can access unsuitable material . • they are teaching topics which could create unusual activity on the filtering logs. • there is failure in the software or abuse of the system. • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks. • they notice abbreviations or misspellings that allow access to restricted material.	Y/N

Filtering and monitoring provision review

Term 1	
Date of check:	
Who did the check:	
What was tested or checked	1. Test Your Internet Filter | SWGfL Test Filtering 2. Device/ Computer **3.** Review of daily PREVENT Reports
Issues identified	
Resulting actions	
Included in Termly Safeguarding Report:	Y/N

Term 2	
Date of check:	
Who did the check:	
What was tested or checked	1. Test Your Internet Filter | SWGfL Test Filtering 2. Device/ Computer **3.** Review of daily PREVENT Reports
Issues identified	
Resulting actions	
Included in Termly Safeguarding Report:	Y/N

Term 3	
Date of check:	
Who did the check:	
What was tested or checked	1. Test Your Internet Filter | SWGfL Test Filtering 2. Device/ Computer **3.** Review of daily PREVENT Reports
Issues identified	
Resulting actions	
Included in Termly Safeguarding Report:	Y/N