Barnet Special Education Trust

Title	BSET_Pol.32 (formerly A7) Safeguarding Policy
Purpose	To set out clear guidance and procedure for all staff, local governors and trustees relating to child protection and safeguarding.
Relevant to	Trustees, Local Governors, all school staff
Responsible Officer	Pastoral Manager
Introduced	10/2010
Modification History	12/2012, 03/2014, 02/2017, 02/18, 09/18, 09/19, 10/20, 10/21
Related Policies	A5 Anti-Bullying Policy A11 Exclusion of Pupils A18 Sex and Relationships A22 Special Needs B10 Use of Restrictive Physical Intervention B11 Safer Recruitment Policy B4 Behaviour Policy B6 Educational Visits Policy B9 Internet Access Policy BSET Pol.17 Supporting Medical Conditions BSET Pol.19 Data Protection BSET Pol.20 Health & Safety LB Barnet Whistleblowing policy
Date due for review	09/2022
Relevant Committee for review	Board of Trustees
Approved by Trustees	11-10-2021
Filed as	BSET_Pol.32_Safeguarding_Policy_V9.1

Contents

Designated Safeguarding Leads

(DSL)

Lynda Walker – Headteacher

Brenda Barker – Pastoral Manager

(Available Monday - Friday 7am – 5.30pm)

Introduction

All schools are expected to play their part in keeping children safe. At Oak Lodge these responsibilities for maintained and independent schools (including academies) are set out in section 175 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 (made under section 94 of the Education and Skills Act 2008). These require Governing Bodies to ensure that arrangements are made to safeguard and promote the welfare of children at the school.

The purpose of an effective whole school safeguarding and child protection policy within Barnet Special Education Trust is to give clear direction to staff regarding procedures and expected codes of conduct for dealing with child protection issues which arise. The policy will also show the school's commitment to the development of good practice and sound procedures and ensure that any concerns and referrals are handled sensitively, professionally and in a way which safeguards and supports children and staff. All staff will ensure that the best interests of the children are at centre of all of the work that we do.

The Trust and the Local Governing Body have a statutory duty to safeguard and promote the welfare of children as described in Section 175 of the Education Act 2002. This policy has been developed in accordance with the principles of The Children Act 1989 and 2004.

In addition, we will abide by the child protection procedures of the Barnet Safeguarding Children's Partnership.

https://thebarnetscp.org.uk/bscp

Oak Lodge's Safeguarding Policy is monitored and checked annually for updates. A copy of the policy is available on our website; Information, Policies, Safeguarding.

Oak Lodge School acknowledges its legal duties with respect to the statutory guidance outlined in

- [Keeping children safe in education 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [Revised Prevent Duty Guidance for England and Wales 2019](#)
- [What to do if you are worried a child is being abused –Advice for Practitioners (departmental advice)](#)

The Definition of Safeguarding

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

Policy Statement

This policy applies to all staff (teaching and non-teaching), trustees, local governors and volunteers working in the school and will be reviewed annually by Board of Trustees. The policy currently applies to Oak Lodge School, as the only operational school in the Multi-Academy Trust.

Oak Lodge is a school for pupils with Generic Learning Difficulties and as such we have a great degree of responsibility for the care and well-being of our students. The students belong to a group of people who are, potentially, some of the most vulnerable to abuse in all its forms, for a number of reasons. It is our duty therefore to make sure that child protection is an integrated part of the ethos and practices of our school. We believe we are a school where 'Every Child Matters' and to achieve this we provide a positive, caring and stimulating environment in which students are encouraged to learn. Promoting the social, physical, mental and emotional wellbeing of each student is at the heart of all of our practices.

Children and young people have a fundamental right to be protected from harm. Our students have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our pupils is a shared community responsibility.

Safeguarding is everyone's responsibility.

Our Aims
- To ensure we practice Safer Recruitment by checking the suitability of staff and volunteers to work with children.
- To raise awareness of Safeguarding and Child Protection equipping children with the skills needed to keep them safe.
- To provide training to enable staff to identify and report cases of concern or suspected abuse.
- To develop a culture of vigilance amongst all of our staff.
- To ensure that students feel they will be listened to and know they will receive appropriate support within a safe environment.
- To provide a systematic means of reporting and recording of concerns.
- To provide a framework for Inter-agency communication and effective liaison.

- To keep up to date with current guidelines and interventions recommended to support children at risk.
- To ensure that students know how to keep themselves safe linked to PHSE and MRE curriculum.
- To work alongside multi-agencies – Social Care, CAMHS & SCAN services.

At Oak Lodge the Designated Safeguarding Leads (DSLs) for Child Protection are: -

Lynda Walker: Headteacher

Brenda Barker: Pastoral Manager/DSL

Should both Lynda Walker and Brenda Barker be absent, the matter should be referred to another member of the Leadership Team.

Roles and Responsibilities

Head teachers and the DSL should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Governing bodies, Senior Leadership Team and DSL's should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback

Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety, 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.

Barnet Special Education Trust
The Board of Trustees recognises its duty of care to Oak Lodge students and staff and will ensure that it meets its statutory responsibilities by:

- Nominating a Trust Designated Officer
- Sanctioning a robust Safeguarding Policy.
- Reviewing the policy annually in LGB committees and at Trustee meetings.
- Make Safeguarding an agenda item at all BSET meetings.
- Ensuring that Trustees and Governors have the appropriate Disclosure and Barring Service (DBS) and that vetting checks are carried out in line with Barnet Local Authority Guidelines. There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This**

is a legal duty and failure to refer when the criteria are met is a criminal offence.

- Ensuring that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003 and the revised Procedures for Child Protection and Safer Recruitment 2006 and the Safeguarding Children and Safer Recruitment Guidelines (January 2007)
- Ensuring that either the Head Teacher or a Senior Leadership Team Member is the Designated Safeguarding Lead for the school (DSL).
- Ensuring that every member of staff along with volunteers, Trustees and Governors read and understand Part One of Keeping Children Safe in Education Safeguarding arrangements and take into account the procedures of the Local Authority as set up by the Local Safeguarding Children's Board

Role of Trust Designated Officer

- Ensure safeguarding procedures are correctly applied and implemented in all Trust schools
- Provide advice, information and guidance to personnel in the Trust
- Be responsible for updating the Trust policy in liaison with the school designated officer for safeguarding and child protection
- Work closely with Social Care, the police, health professional and all other agencies
- Be the key link to Social Care or the police during and following formal investigations
- Monitor the progress of cases to ensure that they following the appropriate procedures
- Keep up to date with all changes in legislation and statutory guidance

Trustee responsible for Safeguarding –
Janet Dobney (Designated Safeguarding Governor)

Role of The Local Governing Body

The Local Governing Body (LGB) is responsible for ensuring that:

- The school complies with legislation related to child protection;
- The school has a Safeguarding Policy which will includes the Child Protection policy and that procedures are in place that safeguard and promote the wellbeing of pupils in the school;
- The policy is reviewed at least annually;
- That appropriate checks are carried out on all new staff and volunteers;
- The school is aware of its duties re PREVENT referrals in conjunction with the police/LA, in particular that the school community has "due regard to the need to prevent people from being drawn into terrorism";
- The DSL works together with a nominated Local Governor for Safeguarding (DSG) to assess the school's compliance with the policy and to validate that safeguarding practices are in place;
- Recognise the importance of the role of the DSL and support them, making certain that the training necessary for the DSL to be effective is undertaken;
- Recognise the contribution the school can make to helping students keep safe through the teaching of on line e- safety, self-protection skills and encouragement of responsible attitudes to adult life through the Personal, Social and Health Education/Citizenship curriculum and Life Skills Scheme of Work;
- Manage the schools' responsibility to ensure compliance by those organisations providing extended schools activities and using school facilities. The Governing Body has a statutory responsibility to ensure that these organisations follow vetting procedures and practice safer recruitment procedures.

Enhanced Checks for Governors

Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA) Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.

Relationships, Health and Sex Education

- Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), tutorials (in colleges) and/or where delivered, through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations which will make the subjects of Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

The named Local Board Governor for child protection and children in care (DSG)

The nominated Designated Safeguarding Governor (DSG) for Oak Lodge School is **Janet Dobney**. The nominated DSG will need to:

- Be familiar with Barnet Safeguarding Children's Board (BSCB) procedures and guidance issued by the Department for Education (DfE);
- Work with the Designated Safeguarding Lead (DSL) to produce the Safeguarding/Child Protection Policy;
- Ensure the Safeguarding Policy is reviewed annually and a report on its effectiveness is an annual agenda item for the Local Governing Body and the Barnet Special Education Trust Board of Trustees;
- Be responsible for the oversight of procedures relating to liaison with the Education Service, DCFS and the Police in relation to any allegations of child abuse made against the Head Teacher;
- Undertake training in Safer Recruitment Procedures.
- Termly checks of SCR with Safeguarding Governor – Janet Dobney

The designated safeguarding lead is a senior member of staff responsible for:

- The provision of leadership and vision in respect of child protection;
- Ensuring mechanisms are in place to assist staff and governors to understand and discharge their role and responsibilities;
- The practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Social Care Services and other agencies;
- The provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a pupil is being abused and how they can protect themselves from an allegation;
- Attending appropriate training every two years with at least one annual update the co-ordination of all activities related to child protection and children in care;
- Record keeping, school representation at child protection conferences and other related meetings, supporting pupils at risk, liaison with other professionals, and the monitoring of welfare and academic progress
- Prioritising CLA and liaising with the social care team assigned to the student.

On an annual basis and at Trust meeting, the (DSG) should ensure that the following are noted:

- Changes affecting the Safeguarding Policy and its procedures;
- Training undertaken by designated teachers and other staff;
- The number of incidents/cases (without names or details as this is strictly confidential);
- Confirm through review that all providers of extended school's activities have appropriate policies and procedures in place with regard to safeguarding and child protection;
- Confirm to the Trust and the Local Governing Body that these providers can demonstrate clear lines of accountability and written agreements setting out the responsibility for carrying out the recruitment and vetting of staff and volunteers.

Multi-agency working

- Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements.
- New safeguarding partners and child death review partner arrangements are to be in place by 29 September 2019. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) 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 needs.
- Governing bodies, proprietors, management committees and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their new local arrangements.
- The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the new arrangements.
- The three safeguarding partners should make arrangements to allow all schools (including multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on how best to achieve the active engagement of individual institutions in a meaningful way.
- Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
- Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-

agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The Headteacher is responsible for:

- Supporting the designated safeguarding lead in all aspects of the role ensuring access to appropriate training;
- Ensuring that all members of the school community are aware of and comply with safeguarding and child protection policy;
- Ensuring the safe recruitment of all staff (including supply staff and volunteers);
- Making parents aware of the school's child protection policy;

- Dealing with any allegations against members of staff or volunteers and keeping an accurate log;
- Creating a safe environment for pupils at the school;
- Ensuring that the designated person has current child sexual exploitation champion status;
- Attending PREVENT training/implementing recommendations;
- Ensuring staff have read and understood 'Part One' of 'Keeping Children Safe in Education'. A refresher session, along with a copy of the guidance will be given to all staff annually by the head teacher or the designated teacher, training will also be included in staff induction;
- Ensuring that staff are aware that they may report a concern to any member of the leadership team in the absence of the designated lead or the Headteacher;
- Ensuring there is a critical incident protocol in place;
- Ensuring students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including on-line safety;
- Ensuring that there are targeted speech and language sessions to support students with language and communication difficulties.

All staff are expected to:

- Know the names of the designated safeguarding lead and members of the leadership team;
- Read, understand and comply with the school's safeguarding and child protection policy.
- Take part in induction/safeguarding training (Reading part 1 of 'Keeping Children Safe in Education' and completing 'The Prevent Duty' on line training.
- Have a good working knowledge of how to refer to the DSL, all concerns of a low-level and child protection nature.
- Read the Staff Handbook (Code of Conduct) on all school procedures.

Governing bodies should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Whilst considering the above training requirements, governing bodies and should have regard to the Teachers' Standards31 which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Safeguarding and Child Protection Procedures for Oak Lodge School

Safeguarding is not just about protecting children from deliberate harm (child protection). It includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes and relates to students health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care
- internet or e-safety
- appropriate arrangements to ensure school security, taking into account the local context.
- followed up absences from school
- decision-making process involved in taking students off roll
- care taken to ensure that pupils placed in / using alternative provision are safe at all times

Safeguarding can involve a range of potential issues such as:

- Child sexual exploitation and Child Criminal Exploitation
- Bullying including cyber bullying
- Domestic abuse (See also Domestic abuse act 2021)
- Drugs and/or alcohol
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage and honour based violence
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

- Peer on peer abuse (including upskirting and sexting)
- Serious violent crime
- Cybercrime
- Modern slavery
- Child abduction and community safety incidents

If any member of Oak Lodge staff knows or suspects that a student is, has been or may be suffering from harm, They **must** share their **concerns** about a student with the **Designated Safeguarding Lead promptly.** If neither of the Designated Safeguarding Lead's are not available, a member of the Leadership Team should be informed.

You do not need to be absolutely sure that what you have seen or heard is child abuse. If in doubt share your concern. It is important to remember that more than 70% of disclosures are made to non-teaching staff. It is important that we pass on information quickly to ensure prompt action.

Definitions of Child Abuse

All staff must be aware of the main categories of abuse. 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 complete stranger.

All staff should be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30 of KCSIE part 1), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39 of KCSIE part 1) so that staff are able to identify cases of children who may be in need of help or protection. 21. If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

Neglect - The persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide

adequate food, shelter and clothing, failing to protect a child from physical harm or danger or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs and also an absence of boundaries.

Physical Abuse – This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is described by the term fabricated induced illness.

Sexual Abuse - This involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways; this includes activities or materials on-line.

Emotional Abuse -This is the persistent emotional ill treatment 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 so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone. It could also lead to the child developing an attachment trauma that could impede their emotional development.

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism12. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for

which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff will use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

This will include making referrals to the Channel program as

appropriate. https://www.gov.uk/government/publications/channel-guidance

Prevent Duty Guidance:

https://www.gov.uk/government/publications/prevent-duty-guidance

Paragraphs 57-76 of the Prevent guidance relates to schools

Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators:

FGM: multi agency practice guidelines: [HM Government - Multi-agency statutory guidance on Female Genital Mutilation (publishing.service.gov.uk)](#)

From, October 2018, all staff who discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a child under the age of 18 **MUST** immediately report this to the police. The staff member will liaise with the DSL who can offer support during this process. (Statutory duty to report from October 2018 – section 5B of the FGM Act 2003 (s74 as inserted – Serious Crime Act 2015).

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.

CCE

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 pick-pocketing. 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

CSE

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. 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.

Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

Online safety

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies and proprietors keep their children safe online is provided in Annex C of Keeping Children Safe in Education and Teaching Online Safety in School.

All staff 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.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four 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: personal 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 (https://apwg.org/).

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Online safety and the school or college's approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and 34 smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via

their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice:

• NSPCC Learning - Undertaking remote teaching safely during school closures

• PSHE - PSHE Association coronavirus hub Filters and monitoring.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Support for schools when considering what to buy and how to buy it is available via the: schools' buying strategy with specific advice on procurement here: buying for schools. The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance For Further Education Institutions. Information security and access management.

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the National Education Network. In addition, broader guidance on cyber security including considerations for governors and trustees can be found at NCSC.GOV.UK. Reviewing online safety.

Technology, and risks and harms related to it, evolve and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe website.

UKCIS has published Online safety in schools and colleges: Questions from the governing board. The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

When reviewing online safety provision, the UKCIS external visitors guidance highlights a range of resources which can support educational settings to develop a whole school approach towards online safety.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, please refer concerns to the DSL.

Peer on Peer Abuse – Child on Child Sexual Violence and Sexual Harassment –'it could happen here'

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

• bullying (including cyber bullying, prejudice-based and discriminatory bullying);

• abuse in intimate personal relationships between peers;

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

• sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and

• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexual abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as

peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. Staff must report their concerns at the earliest opportunity to the DSL.

Upskirting:

Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.)

Serious violence

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

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.

Modern Slavery

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

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be

committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at:

http://www.actionagainstabduction.org and http://www.clevernevergoes.org

Other forms of Child Abuse
- Forced marriages
- Female Genital Mutilation
- Child Sexual Exploitation
- Radicalisation
- Domestic Violence
- Trafficking - CSE
- Preventing Radicalisation
- Peer on peer abuse (including upskirting)
- Serious Violent Crime
- Children being exposed to any of the above are at risk as they are also forms of child abuse.

Action by The DSL
The action taken by the DSL is to gather information from all relevant sources and then make the referral to the most relevant services.

Child Protection – MASH Team via duty 0208-359-4066

Radicalisation – The Prevent Team – Perryn Jasper/Sam Rosen 0208-359-7371 CME – Education Welfare Manager – 0208-359-2000

Confidentiality
Information must only be shared on a need-to-know basis. You do not need consent to share information if a child is suffering or at risk of serious harm.

The Symptoms of Stress and Distress

When a child is suffering from any one or more of the 'categories of abuse', or if the child is 'at risk', they will nearly always suffer from or display signs of stress and distress.

At Oak Lodge School we have developed an ethos whereby children and young people feel free to talk openly and share any concerns they may have. As we have a high number of students with limited/no verbal communication, we have numerous ways of facilitating a conversation via means of PECS, cartoon conversations, electronic talkers or symbols.

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance
- Aggressive or hostile behaviour
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- Difficulties in relationships with peers
- Regression to more immature forms of behaviour, e.g. thumb sucking, soiling themselves
- Self harming or suicidal behaviour
- Low self esteem
- Wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual physical abuse
- Disturbed sleep
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour
- A sudden change in school performance

What to do if you are worried that a student is being abused or maybe at risk

- Discuss your concerns with a Designated Safeguarding Lead DSL - Lynda Walker or Brenda Barker.
- Complete either the '**Child Concern Form**' or '**Child Protection Form**'

- A 'Child Concern' form is usually completed following a concern regarding a noticeable change in the overall well-being of the child. This form is given to the key stage leaders for further action, and then passed on to the Pastoral Manager. (low level concern)
- The 'Child Protection' form must be completed following a disclosure. (High level concern or disclosure)
- These forms must be dated, timed and signed by the member of staff reporting the concern/disclosure.
- They must be written as soon as possible after an event and given directly to LW/BB to allow for the appropriate action to be taken.

DEALING WITH DISCLOSURES OF ABUSE

Staff must not question a student. However, if a child makes a disclosure to a member of staff about possible abuse there are a number of things that should be done to support the child:
- React calmly and be available to listen
- Keep your responses short, simple, slow, quiet and calm

Inform the child that this information will now have to be passed on – **Do not promise confidentiality.** (Safe script – In order to keep you safe, I must talk to BB/LW)
- Let the child know that you understand how difficult it is to talk about such experiences and that she/he is brave to tell;
- Reassure the student that she/he is not to blame;
- Do not interrogate the student or put words into the child's mouth, but note the main points carefully;
- Make accurate notes asap about what you have been told, seen or heard;
- Reassure the child and let them know they were right to inform us;
- DO NOT remove a student's clothing to 'examine' him/her for any marks. Note marks that you have noticed or have been brought to your attention by the student;
- Do not stop a student who is freely recalling significant events;
- Do not judge the abuser;
- Immediately inform the DSL.
- All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Suggestions of what to say: 'You're very brave' – 'I believe you' – 'It's not your fault' – 'Well done' – 'In order to keep you safe I will need to talk to someone else about what to do next'.

Safeguarding and Child protection issues are always treated as a priority.

Failure to pass this information on could put the student at further risk.

Guidelines for staff

If a child approaches a member of staff and asks them to keep a secret, they should reply that they cannot agree to do this.

Explain to the child that in order to keep them safe, secrets cannot be kept and information must be passed on. The telephone number of Child Helpline (0800 1111) can be offered to any child who wishes to speak to someone else in confidence.

Staff must be aware that physical contact with students may be misconstrued and should make sure that they do not put themselves in such a situation unwittingly. Steps should be taken to avoid one-to-one interviews behind closed doors.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Guidelines
- Never promise a child to keep a secret.
- Take note of remarks made by a child of untoward experiences and pass these on to the Designated Safeguarding Lead. (Questioning is not allowed.)
- Take note of and report to the DSL any untoward marks on the child.
- Take every opportunity to preserve dignity when dealing with children.
- Provide privacy for manual handling and intimate care treatments.
- Staff working with individual children are advised to keep the door open, stay within sight of other adults, or to inform other staff where they will be, with whom and for how long.
- The DSL will liaise with the Social Services Department when necessary.

- The DSL will make any formal referral by telephone, before the end of the school day, followed by written confirmation of allegations.
- Senior Leaders led by the DSL will promptly consider any measures to be put in place to protect the student following an allegation of abuse.
- Where the report includes an online element, staff must be aware of *searching screening and confiscation advice (for schools)* and *UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people.* The key consideration is for staff **not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;

Sexual Harassment

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of KCSIE, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also KCSIE sections on child sexual exploitation and child criminal exploitation at paragraphs 33-39).

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys

If you have any concerns about a student becoming overly attached to you this should be reported on a Child Concern Form.

When completing a form, only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.

Respect Confidentiality

Although you have a **'duty of care'** to pass on any information regarding your concerns about abuse or suspected abuse to the Designated Safeguarding Lead, please respect the individuals' right to confidentiality and do not share

information of the disclosure unnecessarily to other staff unless you have been directed to do so by the DSL.

The disclosure must only be shared on a '**need to know basis'.** Requests for information concerning Safeguarding and Child Protection issues by outside agencies should be referred to the DSL. Non-school staff e.g. bus escorts, medical agencies who communicate concerns in school will be directed to pass on information to their section head for referral as specified in Barnet's procedures. Oak Lodge's DSL will check that the referral has been received and what action has been decided upon.

Having discussed concerns with you, the DSL will then take the appropriate action.

MONITORING AND RECORD KEEPING

When there is suspicion of significant harm to a child and a referral is made, as much information as possible should be given about the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect. School Pod maybe used to support concerns.

NB All referrals made to the **Multi-Agency Safeguarding Team (MASH)** at Social Services by telephone, must then be followed up with the specified online written form within immediately and a copy kept on the confidential safeguarding file. A note must be made of the name of the Duty Social Worker and the time at which the call is made. If parents have not been informed about the referral being made or they have agreed to it being made, this must be reported to Social Services.

Reports may be needed for Child Protection Case conferences or the criminal/civil courts. Consequently records and reports should be:
- factual (no opinions)
- non-judgmental (no assumptions)
- clear
- accurate
- relevant

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records are kept in secure, confidential files, which are separate from the child's school records

Child Concern Forms (Lower levels of Concern)

Staff must keep the Key Stage Coordinators, Pastoral Manager or DSL's informed of:

- poor attendance & punctuality
- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress

- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about peer on peer abuse (including serious bullying)

The role of the School Designated Safeguarding and Child Protection Lead in responding to a Disclosure or Allegation of Abuse

Child Protection Form (Disclosures or At Risk of Significant Harm)

The Designated Safeguarding Leads have a duty to coordinate the school's response to child abuse. It is their responsibility to make an immediate telephone referral to the Multi-Agency Safeguarding Hub (MASH) duty line on 0208-359-4066. The DSL must follow up this telephone call within 24 hours with a written referral. They should:

- Ensure that all staff receive appropriate Safeguarding and child protection training yearly
  - Develop effective working relationships with Social Care agencies.
  - Receive and take action on concerns from members of staff.
  - Inform the Head Teacher of concerns from staff.
- Record the details of conversations and actions taken in connection with all Safeguarding matters;
  - To liaise with Social Care teams, once referrals have been made.
  - To liaise with the assigned Social Worker during the investigation.
  - To ensure that accurate records relating to safeguarding and child protection concerns are kept in a secure place.
  - To attend strategy meetings and or case conferences when requested.
  - To ensure that if a child has a Child Protection plan, the Social Worker is informed of any changes school may be made aware of.
  - To ensure that a student who has been identified as being at risk is effectively monitored.
  - To ensure that the Safeguarding and Child Protection Policy is communicated to staff, Trustees, Governors and parents.
  - To offer support and act as a source of advice within the school for students, staff, parents and external agencies.

Whistle-Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns where they exist, about the management of child protection, which may include the attitude and action of colleagues.

If it becomes necessary to consult outside of the school, they should speak in the first instance to the **Local Authority Designated Officer (LADO)** following the Whistle–Blowing Policy. Whistle-Blowing regarding the Headteacher should be made to the Nominated Local Governing Board Safeguarding Governor whose contact details are readily available at the school.

A case manager (likely the Headteacher or DSL) will lead any investigation. The case manager should discuss any concerns about the welfare of those involved and make a risk assessment. The DSL may need to make a referral to children's social services. Please see whistle blowing policy for more information.

LADO – Shrimatie Bissessar (Paulette Laing) – 0208-359-4528/4230 Lado@barnet.gcsx.gov.uk

Support for the Student

The school will support students in accordance with his/her agreed Child Protection Plan. The school will notify any concerns about a student who has a Child Protection Plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.

We recognize that children who are abused or who witness violence may experience difficulties, which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through the content of the curriculum, the Pastoral team, the counselling therapy team and the school ethos of valuing the student.

Supporting the Staff

Caring for yourself is important. Child abuse is a painful subject. It tends to evoke strong reactions in us, reactions which we need to recognise. It is ok to feel distress, anger or disgust when faced with a child who may have been abused, although it is vital that you do not let the student become aware of how you feel.

Discussing your feelings is important and should you need to seek support, your Designated Safeguarding Officer can advise you how this can be achieved by sign posting you to the Pastoral Support Team, which includes counsellors. Laura Pullen and Christine King (school counsellors) is available to speak to staff that may need further support.

Complaints and Allegations Against Staff

Responsibilities and procedures are laid out in the Complaints Policy. Report allegations made about a member of staff directly to the Head Teacher. If an allegation is made about the Head Teacher, this must be reported to the Deputy Head Teacher or a designated alternative. The chair of the Local Governing Body is nominated to be responsible in the event of an allegation being made against the Head Teacher. Reports must go via the Local Authority Designated Officer (LADO). Once investigated by the LADO and the allegations are found to be true, school will notify the DBS team that either, the staff member has been dismissed or resigned due to safeguarding concerns.

LADO – Shrimatie Bissessar (Paulette Laing) – 0208-359-4528/4230
Lado@barnet.gcsx.gov.uk

Children in Care or Looked after Children

The Designated Safeguarding Lead is the designated person responsible for the CIC or LAC students. They must attend regular training. Keep a register of all CIC or LAC students in school. They must liaise with the relevant social worker involved and attend the LAC review and Child in Need meetings held termly. They have a duty of care to monitor attendance and liaise with the Virtual School Team.

Training of Staff in Safeguarding and Child Protection

- The Designated Safeguarding Lead will receive Local Authority training every two years.
- All newly appointed staff will receive prompt training delivered as part of their induction training. Including training on how to recognise signs of Poor Mental Health.
- The DSL will give refresher training in the September inset days, every year at Oak Lodge School.
- The Head Teacher, Chair of Governors and the Senior Leadership Team involved in appointing staff will be accredited with 'Safer Recruitment Practices' Training.

Mental Health

All staff should also be aware that 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.

School has a Mental Health Lead who will be best placed to offer advice and consider the next steps in co-ordinating with Lead Professionals from the CAMHS teams.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Awareness Raising for Students

We recognise that it is important to make the students aware of behaviour towards them that is not acceptable and how they can help to keep themselves safe. Opportunities for students to learn about keeping safe, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through the following curriculum.

- PSHE including RSE (see also A18-Relationships and Sex Education Policy V4)
- Citizenship activities
- SRE in Science
- Safe use of Digital Technology in ICT, E-Safety, including mobiles
- Health and Safety training in practical subjects
- Assemblies
- Daily contact with their form tutor

Please note that staff are not to accept students on any social media site.

Use of mobile phones and cameras
- Students have their photographs taken to provide evidence of their achievements for developmental records and also in relation to school events.
- Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records.
- Under the Data Protection Act 1998, the school seeks parental consent to take photographs and use video recorders. Permission is sought from parents for the use of photographs in different contexts: in school, in the media and on the school website.
- Photos will be stored on the school network which is password protected.
- On admission, parents will be asked to sign the consent for photographs to be taken in school or by the media for use in relation to promoting/publishing the school. This consent will last for a maximum

of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought.

- Photographs are used as evidence in work files, end of year reports and displays around the school. In addition, if agreed by parents, photographs will be published on the school website. It is possible that other children may be in the photographs.
- Parents will be reminded that assemblies and concerts may be photographed and videoed and as such any concerns they have should be expressed prior to the event. Parents will be reassured that videos and photographs taken within school by school staff will be used for educational purposes and that care will be taken that images respect the self-esteem of the children concerned and are not used to illustrate sensitive or negative issues.
- Staff mobile phones must be switched off/to silent, during the working day, except for staff break times. If a member of staff is expecting or needs to make an urgent phone call then exceptions will be made.

Personal **cameras or mobile phones** –should **NOT** be used to take photos of children in school. Each class has a mini iPad and a sim free phone for using the Earwig application to be used for this purpose.

At Oak Lodge we pride ourselves on training staff to a level of competency whereby any/all members of staff know how to make an urgent referral to the MASH Team if they feel that a student may be at risk. This has been achieved by numerous 'How to posters' set up at key points all over the school site should the two DSL's be unavailable.

Legislative Framework and Guidance

In order to protect children from harm the school will act in accordance with the Department for Education's Statutory legislation and guidance.

The Children Act 1989 Significant Harm (2004 Amendment) Human Rights Act (1998)

Data Protection Act (1998)

DoH 'Framework for the Assessment of Children in Need and their Families (2000)

Education Act (2002), section 175

The Children Act (2004) Every Child Matters

HM Govt/DCSF 'Working Together to Safeguard Children (2018)

HM Govt/DfES 'What to do if you're Worried a Child is Being Abused (March 2015)

HM Govt/DfES 'Keeping Children Safe in Education (September 2021) HM Govt/DfES 'Information Sharing: Practitioners Guide (2013)

DfES guidance 'Safeguarding Children and Safer Recruitment in Education (2007)

London Child Protection Procedures (2007)

HM Govt/DCSF 'The Protection of Children in England: Action Plan (2009)

DCSF 'Handling Allegations of Abuse made against Adults who work with Children and Young People (2009)

Barnet LA 'Briefing note for School Staff – Current Safeguarding Issues and Concerns' (2009)

Statutory Guidance on FGM (October 2018)

HM Govt/DCSF 'Staying Put' Guidance (May 2013) HM Govt 'Prevent Duty Guidance' (June 2016) Disqualification under the Childcare Act 2006

The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements (September 2014)

SEND – Code of Practice 0-25 years (May 2015)

- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [Revised Prevent Duty Guidance for England and Wales 2019](#)
- [What to do if you are worried a child is being abused –Advice for Practitioners (departmental advice)](#)

Useful Contact Details

Designated Safeguarding Lead (DSL) Lynda Walker

Headteacher – Oak Lodge School 0208-444-6711

07944 602021

lynda.walker@oaklodgeschool.org

Designated Safeguarding Lead (DSL) Brenda Barker

Pastoral Manager 0208-444-6711

077108 49364

brenda.barker@oaklodgeschool.org

Designated Safeguarding Governor Janet Dobney

0208-444-6711
janet.dobney@oaklodgeschool.org

MASH Team

Referral & Consultation line 0208-359-4066 Monday – Friday 9am – 5.15pm

Out of hours service – 0208-359-2000 mash@barnet.gcsx.gov.uk

Local Authority Designated Officer (LADO) Shrimatie Bissessar (Paulette Laing)

0208-359-4528/4230

lado@barnet.gcsx.gov.uk

Safer Schools Team

PS – Shannon Farthing - 0208-733-5857 (Mon-Fri 8am-5pm)

Emails via Criminal Justice Secure Mail (CJSM) only

Barnet's Safeguarding Children's Partnership
(BSCP) 0208-359-4049

www.thebarnetscp.org.uk
bscp@barnet.gov.uk.

NSPCC

Help for adults concerned about a child - 0808 800
5000 Help for children and young people – Childline
0800 1111

Safeguarding Policy

Information for Parents and Carers

Barnet Special Education Trust, the staff and governors of Oak Lodge School are committed to establishing and maintaining an environment where children feel secure, are happy to talk, and are listened to. To achieve this we work closely with parents, carers, students and social services. Our Safeguarding Policy is written with support from the Local Authority and reviewed annually. The key points of our policy are below; should you wish to receive a full copy please contact the school office.

If you have any Safeguarding concerns please ask to speak to one of our Designated Safeguarding Officers (DSL)

Lynda Walker (Headteacher)
Brenda Barker (Pastoral Manager)

Training

All staff are provided with Safeguarding Training on the inset days at the start of every new school year.

The school's Designated Safeguarding Officers are trained every two years. Governors are given updates on their Safeguarding responsibilities each term. The governor responsible for Safeguarding is Siobhan Fairclough and she meets with Brenda Barker on a termly basis.

Disclosure

Following a disclosure from a student, staff are required to:

- Make time for students to talk privately, take seriously any disclosures and reassure the student making them.
- Listen to the students, but do not make promises about keeping information confidential as a referral may need to be made.
- Refrain from asking leading questions.
- Record information.
- Report information to the school DSL immediately.
- Ensure confidentiality is kept.

Responding

Following a report, the DSL will take the appropriate action in accordance

with Barnet's guidelines. This may involve an initial discussion with the parent carer.

However, there may be times when, as part of our safeguarding role we have a duty to report concerns to the Multi-Agency Safeguarding Hub (MASH).

Supporting the Student

We acknowledge disclosing sensitive information can be difficult and very stressful for students. Support will be given in the context of his/her agreed Child Protection Plan. Ongoing support will also be given through the curriculum, the Pastoral Team, which includes the counsellors and the school ethos of valuing students.

Safeguarding Policy

Information for External Professionals, Supply Staff and Volunteers

DISCLOSURE

Should a child make a disclosure, say something that concerns you, or if should you see any suspicious marks, do the following

- Listen to the student.
- Take seriously any disclosures and re-assure the student making them.
- Listen and do not ask leading questions.
- Record and Report the information to the Designated Safeguarding Officers.
- Ensure confidentiality is kept at all times by not discussing these issues/concerns out of school.

The DSL's are: -

Lynda Walker; Headteacher

Brenda Barker; Pastoral Manager

Use of physical intervention

Due to the nature of our students it is occasionally necessary to physically intervene with a student. Oak Lodge Staff follow an accredited training program of Positive Handling. We understand that if you have not witnessed physical intervention before it can be confusing and sometimes distressing. If you are unsure about any incidents, please discuss this with a member of the Leadership Team. Please do not physically intervene yourself.

E-safety

• Whilst working at our school you have a duty of care to protect our students. Please be vigilant when students are using the computers.
• No person should give out personal email addresses or accept students on any social networking site such as Facebook or Twitter.

Child protection and safeguarding: COVID-19 addendum

Approved by:	Lynda Walker	Date: 1/10/2021
Last reviewed on:	1/10/2021	
Next review due by:	1/11/2021	

Contents

---

1. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from our 3 local safeguarding partners at Barnet MASH Team (Social Care), The Metropolitan Police (Safer Schools Team), The CCG (covering GP's, CAMHS and Specialist Doctors linked to SEN) and local authority The London Borough of Barnet (The Virtual School and Barnet's Safeguarding Children's Partnership).

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who are listed under the categories listed below:

> Are assessed as being in need, including children:

- With a child protection plan

- With a child in need plan

- Children looked after under The Special Guardianship guidance

- Looked after by the local authority

> Have an education, health and care (EHC) plan

> Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:

- On the edge of receiving support from children's social care services

- Adopted

- At risk of becoming NEET ('not in employment, education or training')

- Living in temporary accommodation

- Young carers

- Considered vulnerable by the school and/or LA

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](). (September 2020)

We will always have regard for these important safeguarding principles:

> The best interests of children must come first

> If anyone has a safeguarding concern about any child, they should act on it immediately

> A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

> It's essential that unsuitable people don't enter the school workforce or gain access to children

> Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

The Procedures at Oak Lodge Staff must follow is to use one of two forms.
1. For Low Level Concerns – A **Child Concern Form** must be completed and handed to the DSL at your earliest opportunity that day.

2. For Disclosures or immediate risk to a child – A **Child Protection Form** must be completed and taken immediately to the DSL to allow for urgent action to be taken.

These forms are available on line, in the staffroom area of SCIO, under the heading - Forms or a paper copy can be obtained from Brenda Barker's office. Full Safeguarding Procedures are clearly laid out in the Safeguarding Policy available on SCIO and staff have a duty of care to follow these.

As a reminder, all staff should continue to work with and support children via their social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be on site, they can be contacted remotely by their mobile phones:-
 Lynda Walker – 07944602021 or Brenda Barker – 07710849364.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Ginny D'Odorico – Deputy Head Teacher. You can contact them by the school office or the trust office.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

> Identify the most vulnerable children in school

> Update and manage access to child protection files, where necessary, including collecting information and taking statements of all parties involved.

> Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

> Keep the families involved with any action to be taken, including if a MASH referral has to be made.

> Liaise with The Safer Schools Team at the local police.

5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

> Our 3 local safeguarding partners

> The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place via The Safeguarding Policy and this includes details of how to make a referral to MASH (Multi-Agency-Safeguarding-Hub)

At Oak Lodge we use and are guided by Keeping Children Safe In Education which was updated September 2020.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

6. Monitoring attendance

We have resumed taking our daily attendance register. We will also follow guidance from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

> Follow up on their absence with their parents or carers, by making telephone calls home for each day of their absence. This is carried out by members of the senior leadership team.
> The DSL will notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. A standard form was sent out at the start the academic year to ensure of contacts are up to date.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

The DSL will adhere to the guidance in Keeping Children Safe In Education and collate the evidence based on the disclosure. The DSL will liaise with the MASH Team and potentially the police (depending on the nature of the disclosure) Support for the victim and the perpetrator is paramount and arrangements maybe made to accommodate them in a separate classes/areas of the school during the investigation. Senior leadership team will liaise with professionals as to the most appropriate course of action, this will be done on a case-by-case basis.

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

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

The DSL will continue to Liaise with The LADO (Local Authority Designated Officer) to facilitate a swift conclusion.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out how the DSL and their key staff will maintain contact during a period of illness, a period of self isolation or an enforced lockdown.

> How often the school will make contact – this will be at least once a week/twice if food deliveries resume.

> Which staff member(s) will make contact – as far as possible, this will be the DSL of a staff who know the family well

> How staff will make contact – this will be over the phone, doorstep visits, or a combination of both which may include delivery of FSM or resources needed to take part in their lesson.

> In exceptional circumstance, the DSL may take the decision after consulting with the social worker or CAMHS Clinician to carry out a 'Garden Visit' if mental health concerns are shared.

We have agreed these plans with children's social workers where relevant, and will review them and will review these monthly or as the situation arises.

If we can't make contact, we will notify children's social care team via MASH and if advised to do so, we will contact the Safer Schools Team at the police].

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Weekly contact has been made by the DSL to all families supported by the social care team, Early Help Team and CAMHS.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

Staff were given Safeguarding training before the students returned, which covered in house school procedures around appropriately supporting students, especially where Safeguarding maybe a priority.

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the social worker (if relevant) or Early Help Team, the CAMHS team and the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

> Not completing assigned work or logging on to school systems

> No contact from children or families

> Seeming more withdrawn during any class check-ins or video calls

> The DSL will continue to have regular contact with both the students and the parents/carers to ensure the family are coping to the best of their ability.

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

Online safety lessons will be built into all areas of the curriculum ensuring students learn how to use IT appropriately and how to report an issue which may occur during evenings or weekend use of social websites or games. Parents are given updates in the newsletter regarding inappropriate apps which may expose their child to harmful images/videos.

If IT staff are unavailable, our contingency plan is that key senior staff are available to support staff with IT concerns. Staff can also make use of our online reporting system to alert the IT team to emerging problems.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

As stated in our Safeguarding Policy, staff are informed regarding appropriate professional boundaries with students and do not accept students request on any social media site (Facebook, Instagram, Whatsapp)

Whilst maintaining online contact with students to allow them to access lessons, staff ensure that two adults are always present during the online lesson.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum

We will make sure children know how to report any concerns they have back to their staff team and signpost them to other sources of support too. This may include a telephone call to parents/carers on how to achieve this.

11.3 Working with parents and carers

We will make sure parents and carers:

> Are aware of the potential risks to children online and the importance of staying safe online

> Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school

> Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides

> Know where else they can go for support to keep their children safe online

This is achieved by the use of the main Oak Lodge website which parents have been signposted to use. Our site contains various supportive resources to aid parents/carers in supporting their child to be safe online.

Please see also KCSIE Page 127 for more detail about cybercrime.

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Senior staff have developed a 'Recovery Curriculum' to ensure that one of our priorities is the good mental health and wellbeing of the students returning to school. Staff will carefully monitor their classes and will report any early signs or concerns directly to the pastoral team.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils

The staff team will be supported to do this by The Pastoral team who meet weekly and review any/all concerns raised by staff teams. Action points from these meetings will be feedback to the staff team which will also include a period of 'follow up visits' carried out by senior staff.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. Safeguarding induction and training

Whole staff training was delivered prior to the students returning and regular updates are shared on a 'need to know' basis with the class teachers.

We will make sure staff and volunteers are aware of changes to our procedures and updates to our risk assessments.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum will be reviewed/updated by Brenda Barker DSL/Pastoral Manager each month. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

> Child Protection policy

> Staff Code of Conduct

> IT acceptable use policy

> Health and safety policy

> Attendance Policy

> Behaviour Policy

> Whistle blowing Policy

> Safer Recruitment Policy