

## SECTION ONE

# MULBERRY BUSH ORGANISATION SAFEGUARDING POLICY

Date	Review Date	Co-ordinator	Nominated Trustee
July 2018	September 2019 (Annual Review)	Angus Burnett	Chair of Trustees/Safeguarding Trustee

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### Introduction

This policy is written in conjunction with the current statutory guidance for keeping children safe in schools and colleges.

It is very important that this is read in conjunction with the 'Whistleblowing Policy' and they are understood as related but separate policies, with distinct protocols.

This policy applies to all adults, including volunteers and Trustees, working in or on behalf of the school.

Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

providing a safe environment for children and young people to learn and develop in our school setting, and

identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting'

Lord Laming's report for the Inquiry into the death of Victoria Climbié emphasises the key role that schools play in the early identification of, intervention and support for children at risk of significant harm or who have additional needs.

### SCHOOL COMMITMENT

The Mulberry Bush School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

The School acknowledges its legal duties under the Equalities Act 2010 in relation to all protected groups, including SEND (Special Educational Needs and Disabilities) and will always take their

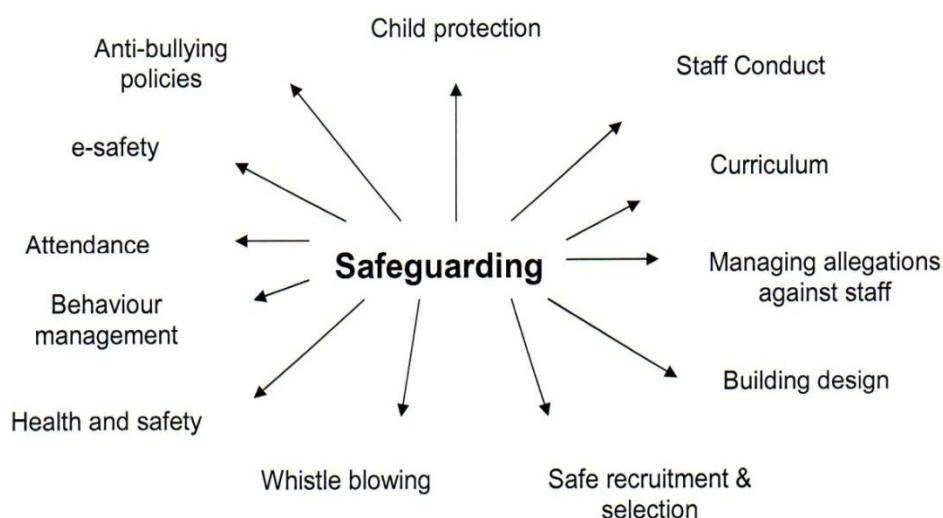
circumstances into account

## Aims

The Mulberry Bush School adopts the definition of safeguarding used in the Children Act 2004, and in the government's guidance document *Working Together To Safeguard Children (2018)*.

This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- under-taking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.



Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupils' health and safety
- bullying
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of pupils with medical conditions
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- internet safety
- issues which may be specific to a local area or population, for example gang activity
- school security
- risk of radicalisation

The outcomes for Safeguarding children and young people are as follows:

- children and young people are safe: the effectiveness of services in taking reasonable steps to ensure that children and young people are safe
- children and young people feel safe: the effectiveness of services in taking reasonable steps to ensure that children and young people feel safe.

During section 5 inspections, inspectors will evaluate the impact of the school's safeguarding arrangements. This will include:

- outcomes for pupils
- how well safeguarding is prioritised
- whether child welfare concerns are identified and responded to appropriately by the school
- the extent to which the school discharges its responsibility to work together with key agencies to safeguard and promote the welfare of children.

### **Safe Practice**

Safe working practice ensures that pupils are safe and that all staff:

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

### **Definitions**

#### **What is abuse and neglect?**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

#### **Physical abuse**

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

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative

acts. They may include non-contact activities, such as involving children in looking at or in the production of sexual images or watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child including via the internet.

### **Neglect**

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

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

### **Procedure**

#### TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff follow the Mulberry Bush Schools Child Protection Procedures which are consistent with current statutory guidance for Keeping Children Safe in Education.

It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and to maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person(s) with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents. **Where there is an allegation made against the designated lead this should not be recorded on ClearCare but discussed with the Director or CEO. Additionally please refer to the Whistleblowing policy.**

#### 1. Staff must immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

#### 2. Responding to Disclosure

Disclosures or information may be received from pupils, parents or others. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

### **Principles**

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of school staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child
- explain sensitively to the child that they have a responsibility to refer the information to the senior designated person
- reassure and support the child as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and that the child will be involved as appropriate

### 3. Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will consider:

- any urgent medical needs of the child
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Officer, Social Care (either within Oxfordshire or the child's referring authority depending on whether the events occurred at the school or within the child's local (home) area.)
- whether the child should be seen by the School Nurse to assess any physical marks. On occasion this may include the nurse taking photographs to aid any investigation. In these situations, discretion must be used and the child's dignity & safety and the integrity of any future investigation must be considered. Photographs must only be taken after discussion with and the express permission of either one of the two Designated Lead Officers or the Director
- the child's wishes

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately  
OR
- not to make a referral at this stage
- if further monitoring is necessary
- to seek an anonymised consultation from the North Assessment Team, Banbury 01865 523039

All information and actions taken, including the reasons for any decisions made, will be fully documented.

#### 4. Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- make regular contact with the LA social worker involved to keep them informed
- wherever possible, contribute to the Strategy Discussion
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are placed on a Child Protection Plan, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences
- where possible, share all reports with parents prior to meetings
- where in disagreement with a decision made e.g. is not in the best interest of the child, the escalation policy for the relevant Local Authority for the child will be followed.

#### 5. Recording and monitoring

Accurate records will be made as soon as practicable using the school's online system (ClearCare) and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be authored and dated, any information given will be recorded verbatim where possible and a note made of the location and description of any injuries seen.

If the issue is a whistleblowing concern, this should not be recorded on ClearCare. Please refer to the 'Whistleblowing Policy' for guidance on the appropriate person/people to raise the concern with.

All paper C.P. documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the senior designated person(s). Original copies will be retained until the child's 25<sup>th</sup> birthday at which point they will be destroyed.

5a. Staff employed to work as part of our outreach team will:

- Report any concerns to the Designated Safeguarding Lead in the school they have been commissioned to work in, recording these using that school's system
- Dual report these concerns to our Outreach Designated Safeguarding Lead. This report will include the child(rens)'s name(s), brief details of concern, contact details of who the concern was reported to.
- Our Outreach Designated Safeguarding Lead will be responsible for checking that concerns are resolved

#### 6. Supporting the Child and Partnership with Parents

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

## 7. Contact with Ex Pupils

- Staff should not contact ex-pupils through social networking sites or accept the 'friend' or other such invitation from ex-pupils when approached. It is in the best interests of staff, pupils, ex-staff and ex-pupils that all contact takes place through the schools communication resources – phone, fax, email addresses and ex pupils' days.
- Any face to face contact or regular phone contact with ex pupils should be discussed openly with colleagues/supervisors and advice sought around appropriateness.
- Staff should not feel obligated in any way to continue contact. If it is decided that it is in the **best interests of the child** to have ongoing contact and the staff member concerned is willing then they should continue to adhere to all safeguarding guidance regarding disclosures, gift giving etc.
- Contact should be recorded and assessment should be continuing around the ongoing benefit to the child and the impact on the staff member.
- Any costs occurred during a contact should be billed to the school to avoid confusion or implications of grooming behaviour.

## **School Training and Staff Induction**

The Lord Laming report emphasises that if safeguarding is 'everybody's' responsibility then everyone should know who to contact if they are concerned about a child or young person. School staff should explicitly understand their responsibilities in order to achieve positive outcomes, keep children safe, and complement the support that other professionals may be providing.

School staff need to be particularly sensitive to signs which may indicate possible safeguarding concerns. This could include, for example, poor or irregular attendance or children missing from education.

Schools are expected to make pupils aware of how they can keep themselves safe and what behaviour towards them is not acceptable. 'Schools are also expected to teach them to recognise when pressure from others (including people they know) threatens their personal safety and well-being, and to develop effective ways of resisting pressure, including knowing when and where to get help.'

## **Training**

The school's senior members of staff with designated responsibility for child protection undertake Specialist child protection training and training in inter-agency working, (as defined by Oxfordshire Safeguarding Children Board). This training is required to be refreshed every 3 years. However, the school will aim to refresh all staff training in this area every 18 months. The Director and all other school staff, including non-teaching staff, undertake Generalist training (as defined by Oxfordshire Safeguarding Children Board) to equip them to carry out their responsibilities for child protection effectively. This training is retaken every 18 months.

All staff (including temporary staff and volunteers) are provided with the school's child protection policy and informed of school's child protection arrangements on induction.

## **Support, Advice and Guidance for Staff**

Staff will be supported within the school by training, individual and group supervision, formal Reflective Spaces as well as opportunities for impromptu support when needed. Staff will also have recourse to LA teams and to professional associations.

The designated senior person(s) for Safeguarding/Child Protection will be supported by the structures referred to above and by the weekly Child Protection Monitoring meeting. They will also be supported by the Director and the Education, Care and Treatment Sub-committee of the Trustees Board.

Advice is available from

- Oxfordshire's LCSS North Team (Banbury) – 0345 2412703
- the LADO Team – 01865 815956

### **Site Safety**

Please refer to the Security of the Site Policy (in Organisational Structure, Policies and Procedures Handbook)

### **Role of the Trustee Body**

The school's leaders and managers are clear about their statutory responsibilities regarding safeguarding and the steps they are taking to develop good practice beyond the statutory minimum.

- The Trustees will ensure that there is a nominated trustee who will liaise with the Designated Officers in order to ensure that the body of trustees are kept abreast of issues and developments.
- The school's Trustee body has the overall responsibility to ensure that the school complies with all aspects of the school's safeguarding responsibilities.
- The Trustees review all the school's safeguarding responsibilities, policies and procedures on an annual basis. This process is recorded on each appropriate policy document.
- Appropriate senior staff and the Trustee Body are accountable for policies and procedures in existence in the school. Senior staff with designated responsibility are asked to report at least annually to the Trustee Body on all aspects of safeguarding within the school.
- Robust governance arrangements and lines of responsibility are made clear to ensure that effective and prompt action is taken to ensure that any deficiencies identified in safeguarding practices or procedures are addressed as a matter of urgency.
- The Trustee body ensures that a copy of the school's annual safeguarding report is submitted to the 'School's Safeguarding Team' at the Local Authority on an annual basis. Ideally between October and December each year.
- Trustees have responsibility for ensuring that safer recruitment checks are carried out in line with the Recruitment & Selection Policy.

### **Role of the Management Team**

Our Director ensures that:

- the policies and procedures are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Senior Members of Staff with Designated Responsibility for Child Protection:

### **Referrals**

- refers cases of suspected abuse or allegations to the relevant investigating agencies;
- acts as a source of support, advice and expertise within the educational establishment;
- liaises with the director to inform him/her of any issues and ongoing investigations and ensures there is always cover for this role.



### **Training**

- recognises how to identify signs of abuse and when it is appropriate to make a referral;
- has a working knowledge of how Oxfordshire Safeguarding Children Board operates the conduct of a child protection case conference and is able to attend and contribute to these;
- ensures that all staff have access to and understand the school's child protection policy;
- alongside the school's Training Dept, ensures that all staff have induction training;
- keeps detailed accurate secure written records and/or concerns
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

### **Raising Awareness**

- ensures the child protection policy is updated and reviewed annually and works with the Trustee Body regarding this;
- ensures parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- where a child leaves the establishment, ensure the child protection file is copied for the new establishment a.s.a.p. and transferred to the new school separately from the main pupil file.

### **Role of Staff**

All staff and volunteers will:

- fully comply with the school's policies and procedures
- attend appropriate training
- inform the designated person of any concerns

### **IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM**

Suggested further reading:

- The Children Act 1989
- The Oxfordshire Area Child Protection Committee Procedures (1992)
- Developing the Protective Culture (Oxon ACPC/NSPCC Training Project)
- What To Do If You're Worried A Child Is Being Abused (2003)
- Safeguarding Children in Education (DfE - September 2004)
- Safeguarding Pupils Policy (Oxfordshire County Council, September 2004)
- Safeguarding Children in Education: Dealing With Allegations of Abuse Against Teachers and Other Staff (DfE guidance – November 2005)
- Keeping Children Safe in Education – updated regularly by the DfE

All staff in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

### **Role of Pupils**

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to

protect them from harm. P.S.H.E. materials we use to help pupils learn how to keep safe and recognise when they are at risk as well as how to get help when they need it are: SEAL units, Emotional and Social APP and Social Stories.

Our school will ensure that pupils are made aware that information and support is available through Coram Voice ([www.coramvoice.org.uk](http://www.coramvoice.org.uk)) and Childline ([www.childline.org.uk](http://www.childline.org.uk)). In addition, each house has a dedicated phone-line with unrestricted access to a Voice advocate.

We make pupils aware of these arrangements by the use of individualised children's booklets which are given to each child prior to their arrival.

### **Role of the School Council**

School's arrangements for consulting with and listening to pupils are also formalised through the use of a Children's School Council which meets weekly.

### **Role of Parents / Carers**

The school shares a purpose with parents to educate, care for and keep children safe from harm and to have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The Mulberry Bush School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with their child's key-worker, T&NT member or any member of the management team.

We make parents aware of our policy through a parent's booklet which is given to them during the referral process and parents are made aware that they can view this policy on request.

### **Other Specific Policy Detail**

#### **Child Sexual Exploitation**

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The

abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Any concerns that a child may be being sexually exploited should be managed through our normal safeguarding procedures. Inform your line manager and the Designated Leads immediately and record your concerns on ClearCare.

The Designated Leads will inform the appropriate Social Care team in Oxfordshire if there has been an incident/concern while the child is at the school or, the appropriate team within the referring Authority if it is thought that something has occurred whilst the child is away from the school.

As in other child protection issues, it is important for staff to recognise that it is their, and the school's duty to cooperate with any investigation but we should not initiate our own investigations. However, if an incident were to occur locally, it is important that staff note as much detail as possible i.e. descriptions of suspicious people, car registrations etc in order to help the authorities disrupt exploitative activities.

A lot of evidence will be gathered and recorded through our normal procedures e.g. details of any periods where the child is missing. Staff need to be alert to children returning with cash, phones or gifts, any behavioural or personal presentation issues. Details of any adults linked with the child, addresses, car registration numbers etc. should also be recorded along with information about other children they may be frequently absconding with or local ones that they regularly meet when absconding.

Children do not have phones whilst at the school and it is acceptable for school staff to confiscate a mobile phone if they have reason to suspect that it is being used by abusers to contact the child. The police may also request the phone is removed and given to them for evidential analysis.

It is also acceptable and may be necessary for school staff to preserve the child's clothing (including underwear) when they suspect there may be forensic evidence. In such cases the clothing should be handled as little as possible and placed in clean bags before being handed to the police.

Confiscation of phones and/or clothes should be done in consultation with the CSLT, SLT or On-Call as appropriate

Children are not allowed access to social media and children's internet usage is monitored during term-time, however staff should follow guidelines on how to monitor online spaces. Suspicious activity should be brought to the attention of the Designated Leads. The school will liaise with the appropriate authorities and they may request that the police access reports where they are suspicious that a child is being groomed online.

Although the structures and practices of the school would make the children safer, this should not prevent us from being alert to the dangers of them being targeted. All staff should be alert to the possibilities of the children being targeted and groomed both when the children are here and away for weekends and holidays.

### **Peer on Peer**

The Mulberry Bush School has put in place safeguards to reduce the likelihood of peer on peer allegations. There is an established ethos of respect, friendship, courtesy and kindness. The

school seeks to educate all pupils on healthy relationships through the curriculum, however we recognise that despite this and due to the experiences that many children arrive with, that we need to be alert to peer on peer abuse.

It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. However, it is important that no individual makes the decision alone to determine where on the spectrum between exploration and curiosity to abuse any incident lies. All incidents of a sexual nature must be recorded on school systems and reported to the Designated Lead.

The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children
- One of the children is significantly more dominant than the other
- One of the children is significantly more vulnerable than the other eg. in terms of disability, confidence, physical strength
- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy

Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), the information will be passed on to the child's Local Authority and discussions will take place as to what actions are required. Where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies there will usually be an school response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour. These measures will be reflected in updates to each child's Risk Assessment.

### **'PREVENT' responsibility**

The government definition of extremism in its 'Prevent Strategy' is:

*'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.'*

At The Mulberry Bush School we work with children who display extreme forms of behaviour and who can express very outspoken thoughts and emotions. Sometimes these expressions represent genuine, although potentially disturbing, points of view born out of adverse experiences and at other times they are an attempt to anger, shock and/or hurt another individual.

Staff at the school are expected to encourage children to verbalise their innermost thoughts and feelings, to tolerate what is said, to strive to understand the motivations and then to respond rather than react. In doing this work, we aim for children to feel that they are truly listened to and understood and we can then help them begin to understand and see the impact that they have on others. This, combined with all the other elements of school life, generates within individuals the capacity and tolerance that the Government's Prevent Strategy seeks to protect.

It is important that staff are alert to children expressing views that may not be an articulation of some inner rage or confusion but instead is an indication of passive or active exposure to radical ideologies.

The assumption should not necessarily be that the child is being groomed for radicalisation. They may have heard concerned discussion, they may have seen or heard mainstream news, they may have been in the company of impressionable or radicalised elders or they may be being targeted.

The task of any staff member whose suspicions are aroused is similar to that when any Safeguarding issue arises. Namely to –

- Listen and clarify
- Not ask leading questions
- Record (using ClearCare)
- Report (using ClearCare)

The Designated Leads (or a suitable colleague) will liaise with professionals from the child's Local Authority and Oxfordshire to discuss concerns and make referrals to a designated Channel Police Officer if necessary.

Any following work needs to be thoughtful and coordinated with internal and external colleagues

Exposure to extremism materials and influences can lead to poor outcomes and will be addressed as a safeguarding concern as set out in this document. We acknowledge that if we fail to challenge extremist views we are failing to protect our pupils, and tackling extremism comes under the remit of our Designated Child Protection Officers.

We are aware that children can be exposed to extremist influences or prejudiced views from early childhood through a variety of sources and media, and that they may at times reflect or display views which may be discriminatory, prejudiced or extremist, or use offensive language.

Any discrimination, prejudice or extremist views, including offensive language, shown by pupils or staff will be dealt with in line with our Behaviour Policy and staff codes of conduct as laid out in our policies and Staff Handbook.

## **Female Genital Mutilation (FGM)**

### **Definition**

The World Health Organisation (WHO) states that female genital mutilation (FGM) 'comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons' (WHO, 2008). FGM is also known as female circumcision, but this is incorrect as circumcision means 'to cut' and 'around' (Latin), and it is quite dissimilar to the male procedure. It can also be known as female genital cutting. The Somali term is 'Gudnin' and in Sudanese it is 'Tahur'. FGM is not like male circumcision. It is very harmful and can cause long-term mental and physical suffering, menstrual and sexual problems, difficulty in giving birth, infertility and even death. The average age for FGM to be carried out is about 14 years old. However it can vary from soon after birth, up until adulthood.

### **Signs and Indicators**

- Some indications that FGM may have taken place include:
- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family;
- A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems;
- A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her
- A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP;
- A girl / young woman may ask for help, either directly or indirectly;
- A girl / young woman who is suffering emotional / psychological effects of undergoing

FGM, for example withdrawal or depression;

Some indications that FGM may be about to take place include:

- A conversation with a girl / young woman where they may refer to FGM, either in relation to themselves or another female family member or friend;
- A girl / young woman requesting help to prevent it happening;
- A girl / young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin;
- A boy may also indicate some concern about his sister or other female relative.

### **Action to Take if Staff Believe a Child is at Risk of FGM**

Any information or concern that a girl / young woman is at risk of, or has undergone FGM should result in an immediate discussion with one of the designated leads or another member of the SLT. The staff member should record any information on ClearCare. It is a legal obligation to report concerns and failure to do so could result in an individual's prosecution as well as disciplinary action by the school.

FGM places a girl / young woman at risk of significant harm and will therefore be initially investigated under Section 47 of the Children Act 1989 by Children's Social Care and the Child Abuse Investigation Team (CAIT)

If a girl / young woman is thought to be at risk of FGM, staff should be aware of the need to act quickly - before she is abused by undergoing FGM in the UK, or taken abroad to undergo the procedure. It is a staff member's legal responsibility to inform the police but they will be supported by the DSLs.

### **Sexting**

There are a number of definitions of 'sexting' but for the purposes of this policy sexting is simply defined as: Images or videos generated by children under the age of 18, or of children under the age of 18 that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know.

Within The Mulberry Bush School, sexting will be expected to follow the school's usual Safeguarding procedures and staff should record and report incidents and concerns and alert the Designated Leads as soon as possible.

Never..

Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry.

Print out any material for evidence

Move any material from one storage device to another

Always...

Inform and involve the Designated Safeguarding Lead who is able to take any necessary strategic decisions.

Confiscate and secure the device(s).

Close down or switch the device off as soon as possible. This may prevent anyone removing evidence 'remotely'.

Record the incident.

Act in accordance with school safeguarding search and confiscation policies and procedures

Never..

View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared). The viewing of an

image should only be done to establish that there has been an incident which requires further action.

Send, share or save the image anywhere

View the image outside of the protocols in the school's safeguarding and child protection policies and procedures.

The Designated Lead will arrange for the appropriate FNPs to contact and discuss the matter with the children's external networks. If the hosting authority needs to be contacted, this will be done by the Designated Lead or an appropriate senior manager.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The children's parents/carers should usually be told what has happened so that they can keep a watchful eye over the young person especially when they are online at home.

### **Forced Marriage**

Forced Marriage became a criminal offence in June 2014. It is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by this school. The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Child abuse cannot be condoned for religious or cultural reasons.

Information about Forced Marriage is incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected it will be viewed as a safeguarding concern, parents and carers will not be approached or involved about a referral to any other agencies.

### **E-Safety**

Although E-safety is a safeguarding issue not an ICT issue, The school does cover this area in more depth in its ICT Policy and practices. It is the duty of The Mulberry Bush School to ensure that every child and young person in its care is safe and this applies equally to the 'virtual' or digital world. The school will ensure that appropriate filtering methods are in place to ensure that pupils are safe from all types of inappropriate and unacceptable materials, including terrorist and extremist material.

### **Honour Based Violence**

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV. All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

### **Drug Exploitation & County Lines**

Some of the children placed at the school may be at risk of drug exploitation during the periods when they are not at the school. This exploitation takes the form of gangs recruiting children through social pressure and/or rewards in order to get them to transport and sell drugs. Staff should be alert to changes in behaviour and/or unexplained money, phones, gifts etc. Staff should also be alert to any regular sightings of unknown adults loitering near the school.

### **Modern Slavery**

In addition to the above definitions, as a child is unable to legally give consent to certain activities, those activities may also mean that the child has been subjected to modern slavery. For example, child sexual exploitation and drug exploitation could also constitute slavery offences. Children

may also be subject to slavery at home by being used as servants or forced to work. Concerns should be reported in the same methods as other concerns.

### **Sexual violence and sexual harassment between children in schools and colleges**

The Department for Education has published detailed advice on sexual violence and sexual harassment between children in schools and colleges. It is available on the Safeguarding Noticeboard in the Staff Room. Below is a summary of that advice.

Contextual Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Schools and colleges should consider the following:

- It is more likely that girls will be the victims of sexual violence<sup>102</sup> and more likely that sexual harassment will be perpetrated by boys. Schools and colleges should be aware of the importance of:
  - making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
  - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
  - challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable. Disabled and deaf children are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children

### **Linked policies**

- Policy on Working with Challenging Behaviour and Discipline (including sanctions, rewards and use of restraint).
- Physical Contact and Intimate Care – Policy and Procedures
- Anti-Bullying Policy
- Policy for dealing with Incidents of Racism
- Equality and Diversity Policy
- Curriculum Policy
- Attendance Policy and Statement
- ICT Policy
- Recruitment and Selection Policy Statement
- Whistle Blowing Policy
- Policy on the Use of Social Networking Sites
- Arrangements for Regulating, Accompanying and Vetting Visitors to the School
- Security of the Site
- Policy for Managing Allegations against Teaching and Non-Teaching Staff in Education
- 

### **Partnerships with Others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. These include Oxfordshire’s LCSS Team, the LADO, the MASH Team, Local CAMHS teams, Police, Primary Care Trusts and any other relevant local statutory or charitable body. We also work very closely with statutory and voluntary bodies within the referring Local Authorities. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

### **Children Missing from Education**

Where children on roll at the school do not return from a holiday or weekend home, and the



school has made the usual enquiries they should refer the case to the referring Social Work Service and/or Education department.

### **Confidentiality**

The Mulberry Bush School has regard to "Information Sharing: Practitioner's guide" HM Government, 2018 [www.ecm.gov.uk/deliveringservices/informationsharing](http://www.ecm.gov.uk/deliveringservices/informationsharing)

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

The School has a clear and explicit confidentiality policy. The school policy should indicate:

- a) When information must be shared with police and Social Care where the child is/may be at risk of significant harm
- b) When the pupil's and/or parent's confidentiality must not be breached
- c) That information is shared on a need to know basis

**'The Data Protection Act 2018 and GDPR do not prevent. Or limit, the sharing of information for the purposes of keeping children safe'**

- **Keeping Children Safe in Education (2018)**

### **Pupil Information**

The Mulberry Bush School will endeavour to keep up to date and accurate information in order to keep children safe and provide appropriate care for them the school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above). The school should always maintain 2 emergency contact numbers for each child
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been on the Child Protection Register or subject to a care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

### **Extended Schools**

The school, for any extended services on the school site (or other owned or maintained) premises ensure appropriate recruitment checks are carried out on all staff or volunteers providing services.

Where there is a transfer of these responsibilities to another body, a transfer of control agreement (or similar contract) must be in place. The transfer of control document must contain details of who holds the on-going responsibility for safeguarding.

## Safeguarding Children in Oxfordshire Contact Numbers

### Schools Safeguarding Team

**Alison Beasley (Service Manager, Attendance & Welfare schools) 01865 815956**  
**LADO**

<b>OSCB Business Unit</b>	oscb@oxfordshire.gov.uk	01865 815843
<b>OSCB Training</b>	oscb.training@oxfordshire.gov.uk	01865 815843
<b>Local Authority Designated Officer</b> Alison Beasley	alison.beasley@oxfordshire.gov.uk	01865 815956
<b>Safeguarding Co-ordinator</b> Donna Crozier	donna.cozier@oxfordshire.gov.uk	01865 816382
<b>Safeguarding Co-ordinator</b> Sandra Pasquet	sandra.pasquet@oxfordshire.gov.uk	01865 323457
<b>Safeguarding Co-ordinator</b> Hannah Holland	hannah.holland@oxfordshire.gov.uk	01865 323032
<b>Kingfisher Team - Child Sexual Exploitation</b>	KingfisherTeam@Oxfordshire.gov.uk	01865 309196
<b>Multi-Agency Safeguarding Hub (MASH)</b> For any immediate concerns about a child	mash-childrens@Oxfordshire.gov.uk	0345 0507 666
Oxford City Team For any safeguarding concerns on open cases	cfassessmentcity@oxfordshire.gov.uk	01865 328563
North Assessment Team For any safeguarding concerns on open cases	cfassessmentnorth@oxfordshire.gov.uk	01865 323039
South Assessment Team For any safeguarding concerns on open cases	cfassessmentsouth@oxfordshire.gov.uk	01865 323041
<b>Emergency Duty Team</b>		0800 833 408

