

(Book 3)

Mulberry Bush Organisation Safeguarding Policy

Last Review August 2020	Next Review July 2021 (Annual Review)	Co-ordinator Senior Designated Safeguarding Lead	Nominated Trustee Chair of Trustees / Safeguarding
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Your Senior Safeguarding Leads are: Claire McCarthy, Angus Burnett,

Your Deputy Safeguarding Leads are: Richard Hartwell, Joy Oldfield, Mike Bowring.

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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

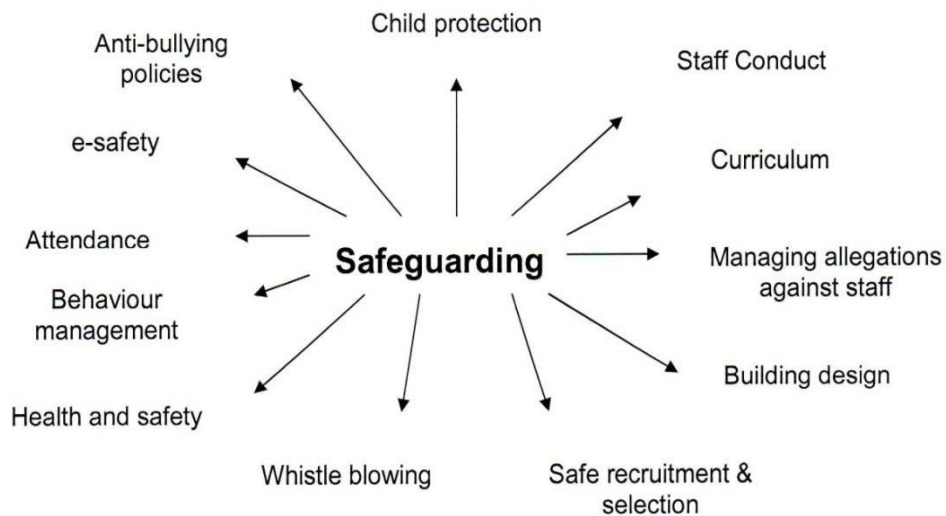
The Mulberry Bush School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to 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 Designated Safeguarding Leads should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

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)*, the government's guidance document *Working Together to Safeguard Children (2018)* and *Keeping Children Safe in Education (2020)*
- This can be summarised as:
- protecting children and young people from maltreatment
- preventing impairment of children and young people's mental and physical 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;
- are aware that their actions outside of school may impact their suitability to work with children if there is a transferable risk e.g if a member of staff was involved in an incident of domestic violence, the school would need to give consideration to whether a child may trigger the same reaction.
- 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, sexuality or ethnicity etc;
- 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. vaginal, anal 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

Guiding principles: the seven R's:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously

- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I am glad you came to me',

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible by Clearcare and secure email
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly

Record

- If possible, make some very brief notes at the time, and record them as soon as possible on Clearcare
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review processes (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

All staff follow the Mulberry Bush School's 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 Safeguarding Lead (DSL) with responsibility for child protection (or another senior member of staff in the absence of the DSL) prior to any discussion with parents. Where there is an allegation made against the DSL 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 DSL and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL 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 DSL;
- 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 Safeguarding Lead (or other member of the School Leadership Team in their absence)

Following any information raising concern, the DSL 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 one of the two Senior Designated Safeguarding Leads 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 0345 2412703

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

4. Action following a child protection referral

The DSL 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 DSL. Original copies will be retained until the child's 25th 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 the Outreach Designated Safeguarding Lead (Dave Roberts). This report will include the child(rens)'s name(s), brief details of concern, contact details of who the concern was reported to.

- The 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 DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the children"

7. Contact with Ex Pupils

- Staff should not contact ex-pupils through social networking sites or accept 'friend' requests or other such invitations 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 school's 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 incurred during a contact should be billed to the school to avoid confusion or implications of grooming behaviour.

Allegations against staff or volunteers (including agency workers & supply teachers)

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**

- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.**
- **Behaved or may have behaved in a way that indicates they may not be suitable to work with children**

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the DSLs as soon as possible.
- If an allegation is made against the Director, the concerns need to be raised with the Chair of Trustees as soon as possible. If the Chair of Trustees is not available, then the Designated Officer for Oxfordshire should be contacted directly.
- Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.
- There may be situations when the DSLs/Director or Chair of Trustees will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the DSLs/Director or Chair of Trustees, they will contact the LADO on 01865 810603 or lado.safeguardingchildren@oxfordshire.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO, the school will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The named Designated Officer (LADO) for Oxfordshire County Council is Alison Beasley.

The Designated Officer or a member of the team, will assess the information provided and advise on next steps, in line with KCSIE 2020 part 4, and Oxfordshire County Council's Designated Officers' local procedures.

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.

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 DSLs 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 the 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 DSLs 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 DSLs 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. Designated Safeguarding Leads are asked to report at least annually to the Trustee Body on all aspects of safeguarding within the school. This is via the Education Care and Treatment Committee and the Annual Safeguarding Report.
- 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 DSLs 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 responsibility as Designated Safeguarding Leads:

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 DSLs 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: 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) and Childline (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

Safeguarding issues

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

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.

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. (See page 11 in KCSIE for further guidance and links to documents.)

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

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

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence. Anyone of any gender can be a victim.

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

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

Female Genital Mutilation

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

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

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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

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

Link to OSCB guidance on contextual safeguarding

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

Children missing from education

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

Child sexual exploitation and Child Criminal Exploitation (CCE)

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

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

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

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

Link to OSCB guidance on CSE

<https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/>
and the CSE screening tool

<https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Link to OSCB guidance on child criminal exploitation

<https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Government Guidance:

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

County Lines

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

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

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside

consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic Abuse

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Further information can be found in KCSIE 2020 ANNEX A.

Further information around safeguarding issues can be found in KCSIE 2020 ANNEX A and on the OSCB website.

(Further clarification and details can be found in Keeping Children Safe in Education 2020 Annex A - this can be found on the Safeguarding Noticeboard in the Staff Room or [here](#))

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.

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.

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.

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 "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 details 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

OSCB Business Unit	oscb@oxfordshire.gov.uk	01865 815843
OSCB Training	oscb.training@oxfordshire.gov.uk	01865 815843
Local Authority Designated Officer Alison Beasley	alison.beasley@oxfordshire.gov.uk	01865 815956
Safeguarding Co-ordinator Donna Crozier	donna.cozier@oxfordshire.gov.uk	01865 816382
Safeguarding Co-ordinator Sandra Pasquet	sandra.pasquet@oxfordshire.gov.uk	01865 323457
Safeguarding Co-ordinator Hannah Holland	hannah.holland@oxfordshire.gov.uk	01865 323032

Kingfisher Team - Child Sexual Exploitation	KingfisherTeam@Oxfordshire.gov.uk	01865 309196
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Multi-Agency Safeguarding Hub (MASH) 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
Emergency Duty Team		0800 833 408

LCSS North Samuelson House, Tramway Road, Banbury OX16 5AU (for no names consultation)	LCSS.North@oxfordshire.gov.uk 0345 2412 703
LCSS Central Knight's Court, Between Towns Road, Cowley, Oxford OX4 3LX (for no names consultation)	LCSS.Central@oxfordshire.gov.uk 0345 2412 075
LCSS South Abbey House, Abbey Close, Abingdon, Oxon OX14 3JD (for no names consultation)	LCSS.South@oxfordshire.gov.uk 0345 2412 608

POLICE

Child Abuse Investigation Unit 01865 335200

PREVENT/ Channel Unit Shaun Greenenough 07900 709126
preventreferrals@thamesvalley.pnn.police.uk

Other Useful Contacts

NSPCC Child Protection Helpline 0800 800 5000
24 Hour Helpline for anyone concerned about a child at risk of abuse

Oxford Sexual Abuse and Rape Crisis Centre 01865 726295
Supports female survivors of rape, sexual abuse, domestic violence and sexual harassment. (Mon and Thurs 6.30 – 9pm, Sun. 6 – 8.30pm)

NAPAC 0800 085 3330
(The National Association for People Abused in Childhood)

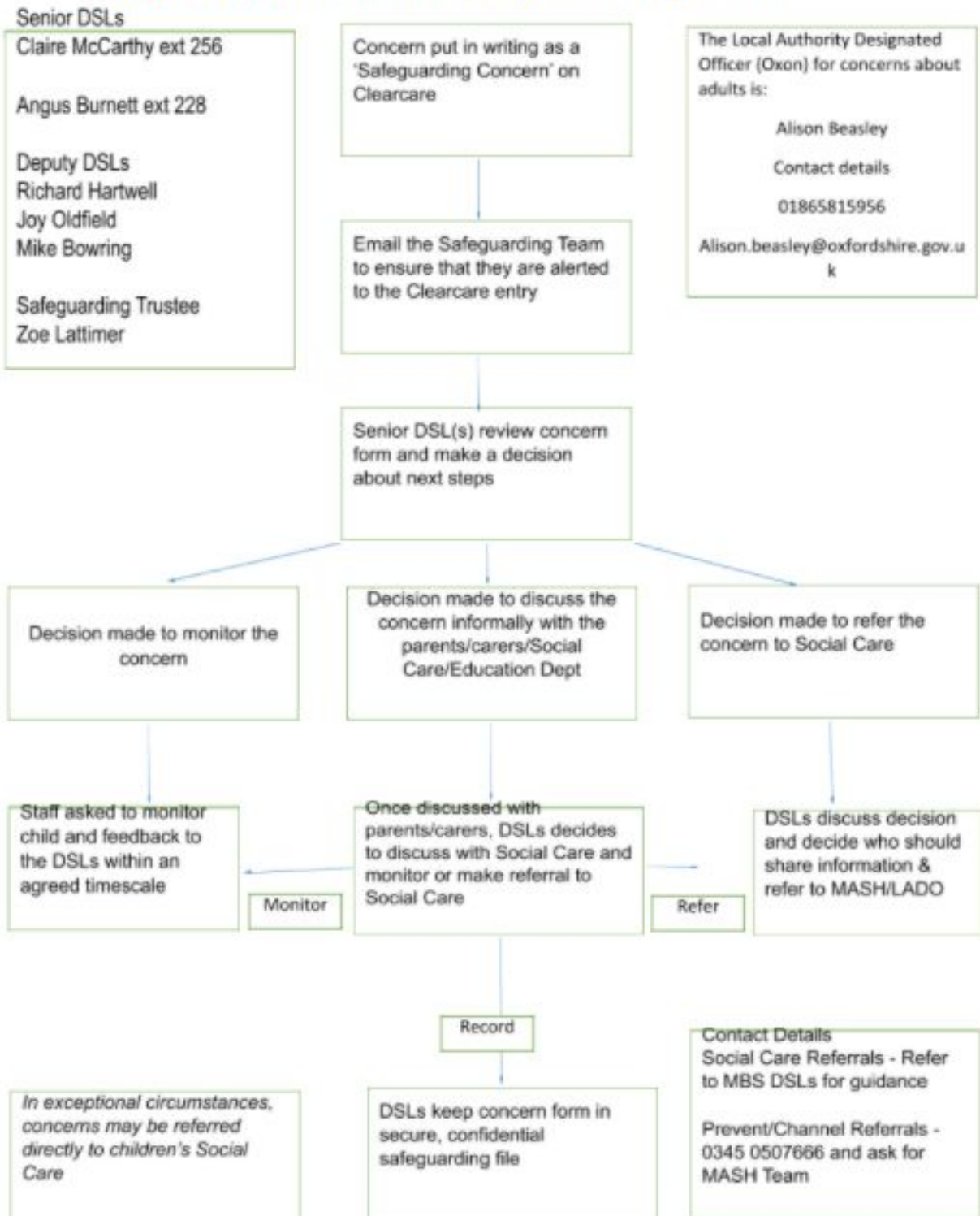
Support for adult survivors of any form of childhood abuse.
Support, advice and guidance via the Freephone national information line
(Mon–Fri. 9am–1pm)

Stop It Now! 0808 1000 900
Confidential helpline for those who suspect someone they know is abusing a child,
or who are worried about their own thoughts or behaviour.

Reducing the Risk. www.reducingtherisk.org.uk
Website with all local contacts to help those living with domestic abuse.

Child Exploitation and Online Protection (CEOP) www.thinkuknow.co.uk
Oxfordshire Services Directory (OSD) www.oxfordshireservicesdirectory.org.uk

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



AMENDED

COVID-19 arrangements for safeguarding and child protection at The Mulberry Bush School

School name: The Mulberry Bush School
Policy owner: Angus Burnet
Date: 10 August 2020
Date shared with trustees: 25 August 2020
Date shared with staff: 25 August 2020

Adapted by Alison Beasley, Designated Officer and Manager of the Education
Safeguarding Advisory Team

With thanks to Louis Donald, Trust Safeguarding Manager at the Stowe Valley Multi
Academy Trust and Andrew Hall , <https://www.safeguardingschools.co.uk/andrew-hall>

This is also in line with DFE guidance
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend, which includes the children at the Mulberry Bush.

This addendum of The Mulberry Bush School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- 1. Context**
- 2. Key contacts**
- 3. Vulnerable children**
- 4. Attendance monitoring**
- 5. Designated Safeguarding Lead**
- 6. Reporting a concern**
- 7. Safeguarding Training and induction**
- 8. Safer recruitment/volunteers and movement of staff**
- 9. Online safety in schools and colleges**
- 10. Children and online safety away from school and college**
- 11. Supporting children not in school**
- 12. Supporting children in school**
- 13. Peer on Peer abuse**

2. Key contacts

Role	Name	Phone	email
Senior Designated Safeguarding Lead (DSL)	Claire McCarthy	01865 300202 / 07966 864673	cmcarthy@mulberrybush.org.uk
Senior Designated Safeguarding lead (DSL)	Angus Burnett	01865 300202 / 07799 475350	aburnett@mulberrybush.org.uk
Headteacher	Jessica Hooper	01865 300202	jhooper@mulberrybush.org.uk
Chair of trustees	Richard Rollinson	07796 678375	rrollinson@mulberrybush.org.uk
Safeguarding trustee	Zoe Lattimer	01189 618070	zlattimer@mulberrybush.org.uk

3. Vulnerable children

All children at the Mulberry Bush are regarded as vulnerable. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

All children at the Mulberry Bush will be risk-assessed in consultation with the Local Authority and parents, to decide how best to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services.

The Mulberry Bush School will continue to work with and support children's social workers to help protect the children. This will be undertaken through the Therapies and Networks Team.

There is an expectation that all children at the Mulberry Bush continue to receive an education. In circumstances where a parent/foster carer does not want to bring their child back to the school the social worker and The Mulberry Bush School will explore the reasons for this directly with the parent/foster carer. We as a school will ensure that all professionals involved with these vulnerable children, (e.g. social workers, SEND case workers, LCSS, Early Help worker etc) are fully informed around the current attendance of the child (attending school or not) and if not attending school the arrangements that we have put in place around safeguarding this child.

Where parents/carers are concerned about the risk of the child contracting COVID19, The Mulberry Bush School or the social worker will talk through these anxieties with the parent/carers following the advice set out by Public Health England.

The Mulberry Bush School will encourage our vulnerable children and young people to attend the Mulberry Bush, including remotely if needed.

4. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The Mulberry Bush School and social workers will agree with parents/carers whether the children should be attending school – The Mulberry Bush's T&NT team will then follow up on any pupil that they were expecting to attend, who does not. This will be via a telephone conversation.

To support the above, The Mulberry Bush School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a child does not return to the school The Mulberry Bush School will notify the child's social worker.

5. Designated Safeguarding Lead

The Mulberry Bush School has two Senior Designated Safeguarding Leads (DSL). These are Claire McCarthy and Angus Burnett.

Either Angus or Claire will always be available during school hours or via the usual on-call procedures. Where a trained DSL is not on site, in addition to the above, a designated member of staff will assume responsibility for coordinating safeguarding on site.

It is important that all our staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via ClearCare which can be done remotely.

They should also email the Designated Safeguarding Leads to let them know that they have filed a concern. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should continue to follow our normal procedures and alert Angus or Claire immediately. Normal allegation management procedures, as detailed in Keeping Children Safe in Education, will be followed and the school will liaise with Oxfordshire's Local Authority Designated Officer (LADO); Alison Beasley, as detailed in our main policy.

7. Safeguarding Training and induction

All DSL training has been suspended by the Oxfordshire Safeguarding Children's Board (OSCB) and it is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

Guidance from the OSCB can be found here
<https://www.oscb.org.uk/learning-zone/training/>

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter our School, they will continue to be provided with a safeguarding induction.

8. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, The Mulberry Bush will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If the Mulberry Bush is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Mulberry Bush School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE, in line with advice from the LADO where appropriate.

The Mulberry Bush School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the Mulberry Bush will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. Online safety in schools and colleges

The Mulberry Bush will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in the houses, classrooms or Burrow appropriate supervision will be in place. All home learning for the children will be delivered via secured IT systems such as Google Classroom.

10. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The Mulberry Bush School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Where possible sessions should be delivered for more than one child at a time. Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the Mulberry Bush to communicate with pupils.
- Sessions should not be recorded unless this has been specifically agreed in writing
- Staff should record the length, time, date and attendance of any sessions held.

All staff at The Mulberry Bush will be reminded of the following policies:

- Staff code of conduct
- Acceptable users' policy
- Social media guidance

11. Supporting children not in school

The Mulberry Bush School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Mulberry Bush and its DSL's will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

The Mulberry Bush recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at our school need to be aware of this in setting expectations of pupils' work where they are at home.

12. Supporting children in school

The Mulberry Bush is committed to ensuring the safety and wellbeing of all its students.

The Mulberry Bush will continue to be a safe space for all children to attend and flourish. The Director (Lee Wright) will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The Mulberry Bush will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

13. Peer on Peer Abuse

The Mulberry Bush recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

Oxfordshire Guidance

- [COVID - 19 Virtual Lessons](#)
- [COVID - 19 Safeguarding Policy amendment](#)
- [COVID - 19 Internet Safety for Families](#)
- [COVID - 19 EPS - Loss and Bereavement](#)

Government Guidance

- [DFE - Attendance](#)
- [COVID-19 List of Online Education Resources for Home Education](#)
- [COVID -19 Local Authorities and Children's Social Care](#)
- [COVID -19 What you need to do](#)
- [COVID -19 Shielding and Protecting extremely vulnerable people](#)
- [COVID -19 Get help with Technology for remote education](#)
- [COVID-19 Support for victims of domestic abuse](#)
- [COVID -19 Safeguarding and remote education](#)
- [COVID - 19 guidance on vulnerable children and young people](#)
- [COVID - 19 Closure of Educational Settings Information for Parents and Carers](#)

- [Data Protection - Toolkit for Schools](#)
- [COVID-19 Implementing protective measures in education and childcare settings](#)
- [COVID-19 Guidance for schools and other educational settings](#)
- [COVID -19 Actions for educational and childcare settings to prepare for wider opening from 1ST June 2020](#)
- [COVID - 19 What parents and carers need to know](#)
- [COVID- 19 Safeguarding in school's colleges and other providers](#)
- [COVID -19 Reopening schools and other educational settings from 1st june](#)