
OVERSTONE PARK SCHOOL

Safeguarding and Child Protection Policy



JULY 2025
OVERSTONE PARK SCHOOL
Overstone Park, Northampton, NN6 0DT

Safeguarding & Child Protection Policy

Date	Review Date	Coordinator
August 2025	August 2026 or as required	Mrs D York – Designated Safeguarding Lead Miss A West – Deputy Designated Safeguarding Lead Mrs S Salas – Designated Safeguarding Lead of Children in Care Ms J Sinnamon – Deputy Designated Safeguarding Lead Mr Alex Neophitou - Safeguarding consultant - Focus Education

List of related legislation and documentation

Education (Independent Schools Standards) Regulations 2014 (as amended from time to time)

- The Independent School Standards Guidance for independent schools April 2019
- Safeguarding and protecting people for charities and trustees (Charity Commission, June 2022)
- Safeguarding Vulnerable Groups Act 2006 Children and Human Rights Act
- The Protection of Freedoms Act 2012
- The Children Act 2004
- What to do if you're worried a Child is being Abused March 2015 |
- Children and Human Rights Act
- Working Together to Safeguard Children December 2023 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Keeping Children Safe in Education September 2025
- Disqualification under the Childcare Act 2006 September 2018
- Information Sharing: advice for practitioners providing safeguarding services July 2018
- DBS Referrals Guidance (as may be amended from time to time)
- Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools July 2013
- Preventing and Tackling Bullying July 2017
- Harassment Between Children in Schools and Colleges (from September 2021)
- Mental Health and Behaviour in Schools November 2018
- Statutory Framework for the Early Years Foundation Stage (EYFS) September 2021
- Prevent Duty Guidance December 2023, Channel Guidance December 2023, and Prevent guidance for those with safeguarding responsibilities September 2023
- The use of social media for online radicalisation July 2015
- Teaching Online Safety in School June 2019
- Sharing nudes and semi-nudes: advice for education settings working with children and young people UKCIS December 2020
- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
- When to call the police: guidance for schools & colleges NPCC
- Meeting digital and technology standards in schools and colleges March 2022
- Children and Human Rights Act
- Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies.
- Departmental advice Sexual Violence and Sexual 2018
- **Alternative Provision DFE statutory guidance and**

- [Education for children with health needs who cannot attend school - GOV.UK \(www.gov.uk\)](#)
- DFE statutory guidance.

Guidance from the Northamptonshire Safeguarding Children Partnership (NSCP) can be found here: [Home - Northamptonshire SCP](#)

The rationale behind safeguarding at Overstone Park.

Every action Overstone Park School takes starts with the safeguarding and the welfare of our pupils. We take a whole school approach, understanding that everyone carries some of this responsibility, and work to support this with the appropriate training, policies, and, most importantly, the right attitude.

Safeguarding and the welfare of children are fully related to our school values of care and making a positive difference in our pupils' lives. Our priority is the care of our children, and we take great pride in the robust pastoral culture that permeates the school. Equally, we are aware that, should we have any concerns about a pupil or a member of our community, we must have a cultural environment that encourages people to speak out. Everyone's contribution is therefore essential, with the knowledge that "it could happen here" and the conviction that we are a group of adults and children working together to build a secure, compassionate, and meaningful community. This is summed up in the concept and feeling of Connection, Collaboration and Communication, where pupils feel like they belong and where appropriate and beneficial interactions are developed in a school community that works together to protect our children.

This policy is formulated to uphold our fundamental values of keeping our pupils safe and caring for them to make a positive difference in their lives.

Key People and Roles

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School security

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Email: nfo@scorpionsecuritygroup.co.uk

School fire guidance and checks Smiths Fire
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Pest Control Simon Faulkner
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External Online safety consultancy David Barreau Simply IT
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Animal Care

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The purpose of safeguarding

At Overstone Park School, we recognise our pivotal role in safeguarding and protecting children, as well as educating and supporting pupils in school, both socially, emotionally, mentally, and academically. The purpose of safeguarding, as outlined in this policy, is to protect and promote the welfare, safety, and health of our pupils by fostering an environment that is safe, transparent, compassionate, and encouraging.

This involves:

- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- providing help and support to meet the needs of children as soon as problems emerge
- taking action to enable all children to have the best outcomes.
- encouraging pupils to come to us with their problems and anxieties and to talk about them.
- ensuring that the safety, emotional and physical well-being of pupils is always our priority.

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- ensuring that we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- developing and subsequently implementing procedures to detect and report suspected instances of maltreatment occurring both within and beyond the school.
- raising awareness and providing assistance to pupils whose social care is involved as specified in their Child Protection Plan, Child in Need Plan, or who are under the care of the local authority.
- educating children about child protection processes and safeguarding children, as well as providing them with the necessary tools to ensure their safety both inside and outside of school.

Safer recruitment and training

Safer recruiting procedures at the school adhere to the legislative directive "Keeping children safe in education 2025, Part Three: Safer recruitment." (Refer to Overstone Park School safer recruitment policy).

All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children, including training and the reading of the safeguarding policy and statutory guidance. The school promotes a continuous culture of vigilance and addresses safeguarding duties throughout staff meetings as part of its open safeguarding ethos, fostering an ongoing culture of vigilance. Safeguarding updates are shared with all staff on a regular basis.

Every school staff recruiting process has at least one (teacher, management, or Governance member) who has completed safer recruitment training in accordance with legal requirements.

Upon request for references, where concerns have been raised regarding inappropriate behaviour or child protection, the school will furnish all relevant information.

Cases in which an allegation has been judged to be:

- Unfounded
- Unsubstantiated
- False
- Or malicious

will not be used in employer references.

Training

At Overstone Park School, we ensure that all staff have the following up to date safeguarding training. This is reviewed annually with regard to changes in national and statutory updates:

Training	Who is it for?	Frequency
Safeguarding Level 3	DSL, DDSL and Safeguarding Governance	Every 2 years
ADHD Awareness	All school-based staff	Yearly
Administration of Medication in Schools	All school-based staff	Yearly
Autism Awareness	All school-based staff	Yearly
Child Protection in Education	All school-based staff and Governance.	Yearly
Child-on-Child Sexual Violence and Harassment	All school-based staff and Governance.	Yearly
Female Genital Mutilation Awareness	All school-based staff	Yearly
Fire Safety in Education	All school-based staff and Governance.	Yearly
First Aid Essentials	All school-based staff	Yearly
Health and Safety in Education: Senior Leadership and Management	Senior Leadership, Management and Governance	Yearly
Health and Safety in Education: Staff Awareness	All school-based staff	Yearly
Keeping Children Safe in Education 2025 Part 1 Read guidance and complete questionnaire	All school-based staff and Governance.	Yearly
Looked After Children	All school-based staff	Yearly
Online Safety	All school-based staff	Yearly
Preventing Bullying	All school-based staff	Yearly
Safeguarding Children with Special Educational Needs and Disabilities	All school-based staff and Governance.	Yearly
Safeguarding Young People	All school-based staff and Governance.	Yearly
Safer Recruitment in Education	Senior Leadership and Management	Yearly

The Prevent Duty	All school-based staff and Governance.	Yearly
Use of Reasonable Force in Schools	All school-based staff	Yearly
Moving and Handling	All school-based staff	Yearly
Equality and Diversity	All school-based staff	Yearly
The SEND Code of Practice	All school-based staff and Governance.	Yearly
Food Hygiene & Safety	All school-based staff	Yearly
Risk Assessments for School Trips	All school-based staff	Yearly
Child Protection Refresher 2024	All school-based staff and Governance.	Yearly
An Induction to Speech, Language and Communication Needs	All school-based staff	Yearly

Child Protection

At Overstone Park School, we believe that the protection of children should be an integral part of the ethos of everyone; and that this should be a 'listening' environment which seeks to create an atmosphere in which children feel secure, valued and supported, and that they are encouraged to talk and are listened to, where children feel able to report issues of concern to staff.

We recognise that the safety and protection of pupils is the responsibility of all school personnel and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child, then child protection procedures will be applied to both children.

Staff will be aware of classifications of abuse as seen in 'Keeping Children Safe in Education' 2025 and the signs and indicators of abuse (some signs and indicators may vary depending on the age of the child). Staff should be made aware that the list is not exhaustive, is purely a guide, and evidence of one or more of these doesn't necessarily indicate evidence of abuse. However, staff should always report anything that makes them feel uncomfortable to a Designated Safeguarding lead.

Overstone Park School acknowledges that every adult present at the school bears responsibility for child protection. Through suitable information posting on the school website and appropriate awareness raising in our interactions with parents, we will make sure that all parents and other working partners are aware of our child safety policy.

Early Help:

If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases

acting as the lead practitioner. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Children in need:

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Indicators of abuse

Abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or

grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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, including where they see, hear, or experience its effects; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples of abuse:

Child on child abuse

Overstone Park School recognises that children sometimes display abusive behaviour themselves and that even if there are no reports, it may still be happening. The school adopts a zero-tolerance approach to child-on-child abuse. Incidents or allegations must be referred on for appropriate support and intervention. This type of abuse can happen both inside and outside school and it is important that all staff recognise the need to report any concerns they have. Such abuse will not be tolerated or passed off as "banter, just having a laugh, part of growing up or boys being boys"; as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Staff must challenge pupils when they come across behaviour of this type so that we can ensure our pupils are able to feel confident and safe in the school environment. We have also developed appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. Every member of the staff, volunteer, Governance, or school visitor is required to adhere to these policies.

Examples of pupils 'conduct towards each other that could raise safeguarding concerns are:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. consensual and non-consensual sharing of nudes and semi- nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

This may be experienced by both boys and girls; however, girls are more likely to be the victims and boys' perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobia or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBTQ+ and pupils from minority ethnic backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences.

To address these issues, separate safeguarding policies and guidelines are available from the local authority and schools through the Safeguarding Children Partnership. These include the Online Safety(E-safety) policy, the Personal Relationships policy, the Antibullying policy, the DfE guidance, and Part 5 of "Keeping children safe in education." Additionally refer to "Guidance for schools working with children who display harmful sexual behaviour."

Every child will be educated about alternate methods of reporting child-on-child abuse both within and outside of school. All occurrences of child-on-child abuse should be reported to a trusted adult in the school. We want to ensure that children don't feel embarrassed or that they are causing trouble by voicing their concerns—instead, they'll always be treated seriously and respectfully. It is acknowledged that the absence of reporting does not imply that abuse of this kind is not occurring. It might just be that no one has reported it. The accusation should be submitted to the Designated Safeguarding Lead first and will likely be handled in accordance with the school's behavioural policy, depending on its nature.

A risk assessment will be conducted if specific risks are detected and if dangers are found in order to guarantee the security of all staff and pupils and to provide the necessary assistance. See Policy for further information on how child-on-child abuse will be addressed.

The following steps will be taken to minimise the risk of child-child abuse:

- Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum e.g., RSE and PHSE.
- Clear procedures put in place to govern the use of mobile phones in school. Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils.

Domestic abuse

This can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Staff will refer concerns to the DSL and where the police have attended an incident of domestic abuse and school receive an "Operation Encompass" call or electronic notification, any pupil who may have been impacted will be supported. Where a child may need a social worker due to safeguarding or welfare needs the Designated Safeguarding Lead will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Serious Violence

Numerous risk indicators in children linked to serious violence include:

- increased absence from school
- changes in friendships or relationships with older people or groups
- a notable drop in performance
- indications of self-harm or a major change in wellbeing
- indications of assault or unexplained injuries

These will be made known to staff, along with the other risk factors including being male, having been permanently excluded from school or absent a lot, having witnessed child abuse, and having committed crimes like robbery or theft—that raise the possibility of involvement in serious violence. These risks will be made more known to staff through training, and any issues will be forwarded to the Designated Safeguarding Lead for coordination of a safeguarding response.

So-called 'honour-based' abuse (HBA)

Crimes caused to preserve or defend the so-called "honour" of the family and/or the community are referred to as "honour-based" abuse (HBA), and include forced marriage, Female Genital Mutilation (FGM) and breast ironing. Whatever the intent, any so-called HBA is abuse, and any concerns will be forwarded to the Designated Safeguarding Lead for necessary referral.

Modern slavery and human trafficking

This can take on many forms, including sexual exploitation, force. Staff need to be aware of indicators which include but are not limited to:

- neglect
- isolation
- poor living conditions
- having few personal belongings
- a lack of trust and reluctance to seek help

Staff will refer any concerns to the DSL without delay who will act and refer victims to the National Referral Mechanism (www.gov.uk).

Private fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes stepparent, grandparents, uncle, aunt or sibling).

Children Absent from Education.

Understanding that every child is entitled to an education, Overstone Park School will collaborate closely with the Local Authority Inclusion Service to exchange information on students where there are unexplained and/or persistent absences from school in order to keep them from becoming a child who is absent from education. We also understand the negative effects that student absence from school has on learning, advancement, and educational achievement.

Children being absent from education for prolonged periods and/or on repeat occasions, and children missing education can act as a vital warning sign to a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation (particularly county lines), or issues such as mental health problems, substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or forced marriage. (See absence policy for further information)

Where children are to be removed from the school register for any of the following reasons: -

- a) to be educated outside of the school system.
 - b) for medical reasons.
 - c) because they have stopped attending.
 - d) because they are in jail; or
 - e) because they have been permanently excluded
- the local authority will also be notified.

We also understand that children missing from education may have been the target of drug-related criminals or perpetrators of child sexual exploitation (County Lines). Other types of criminal exploitation, include serious violence and violent crime. Children may also be groomed into participating in these forms of exploitation. These kinds of exploitation are more likely to affect children who attend alternative education programmes.

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

This can 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
- 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. CSE and CCE can affect both males and females and can include children who have been moved (trafficked) for the purpose of exploitation. 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. It is highlighted that victims can be exploited even in situations where the behaviour seems consensual; in addition to being physical, exploitation can also occur online.

CSE can involve 16 and 17-year-olds who are able to give their permission to sexual activity legally, but they might not be aware that they are being taken advantage of because they think they are in a real loving connection. Many children who are sexually exploited disappear from their homes, care facilities, and schools at some time, or they become the target of serious violent crimes and the illegal drug trade (County Lines). "County Lines" refers to drug trafficking operations or individuals who take advantage of minors and young adults to smuggle narcotics and cash between cities, towns, and villages.

This type of criminal behaviour is linked to both child sexual exploitation and serious violent crimes. Children and young people with improved computer abilities may be used by organised criminal groups or individuals to access digital networks and/or data for illegal and financial gain.

Children may also be coerced into committing cybercrime or money laundering activities. It is possible to convince kids who have bank accounts to let criminals utilise their services for money laundering. CCE can also involve working in cannabis factories, shoplifting or pickpocketing and may involve coercing children to commit vehicle crime or serious violence towards others. It is important to note that the experience of girls can be very different to that of boys, but girls are also at risk.

Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

Children who are gay, lesbian, bisexual, or gender questioning

We recognise that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm; however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

The School will:

- Create a culture where these children are able to speak out and share their concerns;
- Support and safeguard children in line with guidance and legislation;

Pupils attending Alternative Provision.

Where we place a pupil with an alternative provision provider, we understand that we continue to be responsible for the safeguarding of that pupil and we will satisfy ourselves that the placement meets the pupil's needs.

Overstone Park School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

Overstone Park School has processes in place to know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements and review them at a minimum of half-termly to ensure that the child is regularly attending and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement will be immediately ended if any concerns are not addressed.

Filtering and Monitoring systems

Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material. Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions.

It is the responsibility of the school's Governance to ensure that the Government standards for filtering and monitoring are being met at the school. Governance have delegated this responsibility to the Headteacher. The following adults have a role in ensuring filtering and monitoring standards are being met:

- Designated Safeguarding Lead: Mrs York
- Deputy Designated Safeguarding Lead: Ms Sinnamon, Miss West, Mrs Salas
- CEOP Ambassador: Simply IT
- Computing/IT Lead. Simply IT

Filtering is carried out by using software on a Fortigate Firewall. Filtering is category-based, the categories are extensive and detailed in the school Online Safety(E-Safety) Policy. Our school uses Simply IT to monitor all staff and student internet access. Any "category hits" that are triggered by activity are sent to the Senior leadership team and DSL, in addition, weekly reports are sent. These reports are shared with the DSL and Computing Lead.

Online Safety

Overstone Park School recognises that e-safety is a safeguarding and child protection matter. The School Governance (The proprietors) and the DSL have overall strategic responsibility

for filtering and monitoring, supported by the school's IT specialists and IT consultant.

The school:

- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision regularly (at least termly).
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

At Overstone Park School we use a system which prevents access to inappropriate websites, provides alerts on detected student safety issues and monitors student wellness levels.

It should be noted that technical monitoring systems do not stop unsafe activities on a device or online. Staff and volunteers must remain vigilant and ensure they are physically monitoring pupils where possible. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

Risks to children

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism, **misinformation, disinformation (including fake news) and conspiracy theories.**
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Generative AI- Overstone Park School will take account of guidance published by the DFE, Generative AI: product safety expectations to support schools to use generative artificial intelligence safely.

The policy applies to all School pupils, staff, governance and the wider school community and should be read in conjunction with other relevant school policies, including:

- ICT & Mobile Phone Acceptable Use Policy (for staff and pupils).
- Safeguarding and Child Protection Policy.
- Staff Code of Conduct.
- Data Protection Policy.
- Social media policy.
- Code of Conduct for remote learning.
- Policy to Counter Bullying.
- Rewards and Sanctions Policy.

All these policies can be found on the school website.

Use of mobile devices

We recognise personal communication through mobile technologies is an accepted part of everyday life and we acknowledge that we have a duty to ensure that mobile phones are used responsibly at this school.

We understand parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety and that it reassures parents that they can contact their child instantly.

We believe children should not bring their mobile phones into school without permission from the principal as we feel that mobile phones can disrupt lessons, pose a risk of theft, loss or damage and pose a risk to child protection issues. In the event of an emergency, if permission has been given, the phone must be handed over to the school office upon the child's arrival at school. Parents will be contacted immediately if a child breaks this rule and will be asked to collect the mobile phone from the school office.

The role and responsibility of the DSL

Staff members can consult with the Designated Safeguarding Lead (or a Deputy) at any time to address any safeguarding-related concerns. In Annex C of "Keeping children safe in education" (2025), the duties of the Designated Safeguarding Lead are detailed.

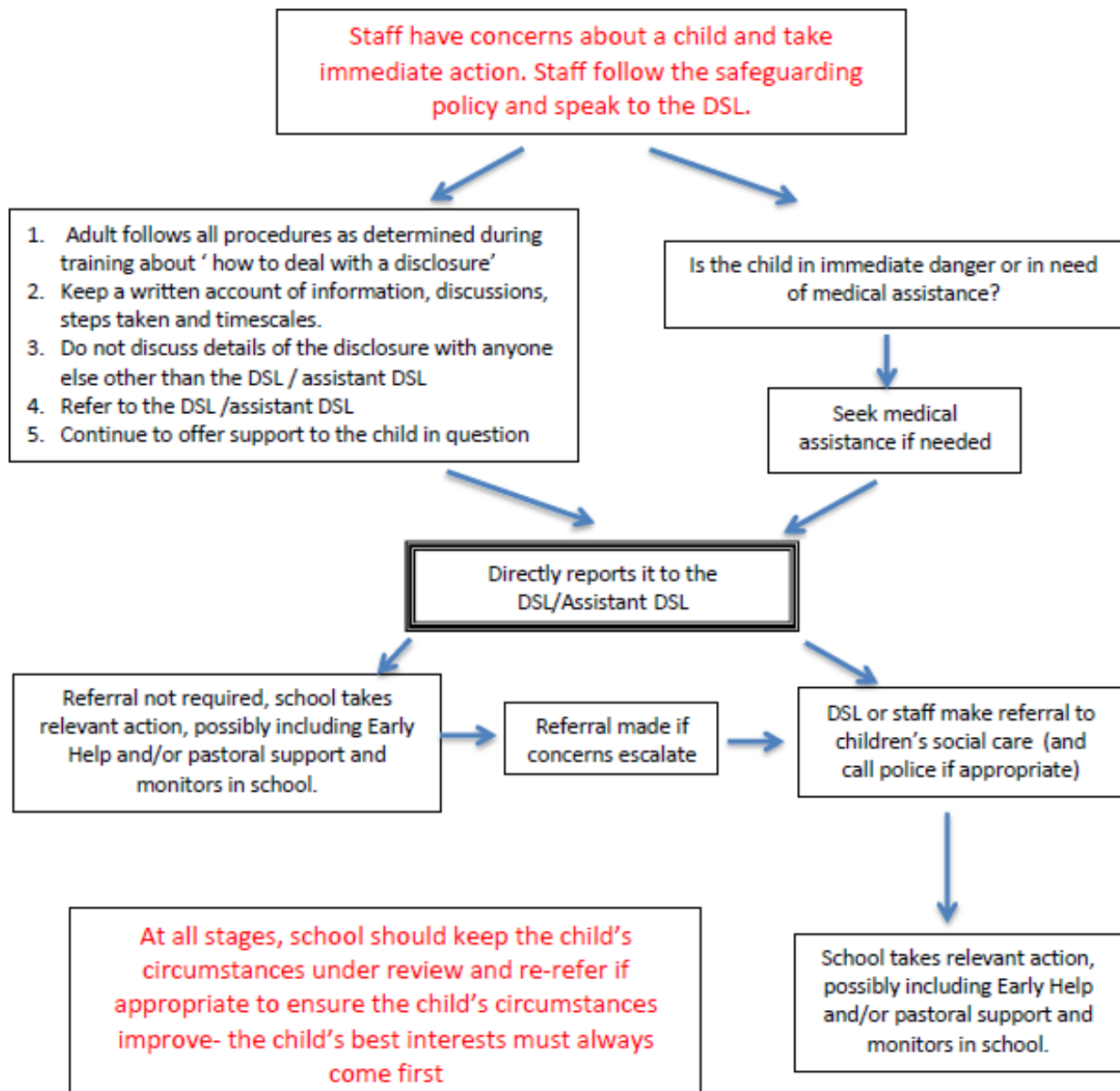
The Safeguarding Lead is clearly delineated in their job description, and they hold a senior staff position on the Senior Management Team.

Among the responsibilities are:

- Managing referrals—to the Channel programme, to the local authority's children's social care, and (as required) to the Disclosure and Barring Service for personnel terminated for safeguarding concerns; and to the police in cases where a crime may have been committed.
- Working with others – to act as a source of support and advice, to act as a point of contact for the safeguarding partners, to liaise with the Headteacher and Governance about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations, to liaise with staff when deciding to make a referral to relevant agencies so that children's needs are considered holistically, to liaise with the senior mental health Lead.
- To promote supportive engagement with parents and carers, to take the lead in promoting educational outcomes for Children in Need and those with a social worker, to liaise with Governance and the Local Authority on any deficiencies brought to the attention of Governance and how these should be rectified without delay.
- Ensure appropriate information sharing happens when necessary
Promoting Awareness: ensuring that every staff member and volunteer is well-informed about the child protection policy, which undergoes a minimum annual review and is made publicly accessible.
- Ensuring that staff and Governance are granted access to relevant training and induction; and fostering educational outcomes through the dissemination of pertinent information regarding vulnerable children.
- Training - To have proficiency knowledge, and skills —to participate in Prevent awareness training and Designated Safeguarding Lead training every two years (with at least annual updates through bulletins), to comprehend assessment and referral procedures.
- To make effective contributions to child protection conferences emphasising the significance of information sharing.
- To recognise the enduring consequences of trauma and adversity on children and the appropriate ways to react to them, and to maintain vigilance.

- To provide support for staff —encouraging them to have confidence in matters pertaining to

Procedure Flow Chart



child protection, welfare, and safeguarding.

- Assisting with the referral process when necessary; and assisting them in comprehending the connection between safeguarding and educational outcomes.
- Promoting a culture that values and listens to the perspectives of all children, including those who are disproportionately affected by harm and abuse (e.g., LGBT pupils, disabled children, or girls), and considering their desires and emotions when devising protective measures; also, recognising the challenges children may face when attempting to confide in staff regarding their situations.
- To ensure secure information holding and sharing transferring records between schools and colleges and sharing with safeguarding partners, other agencies, and professionals in adherence to data protection legislation, maintaining precise, secure, and comprehensive written or electronic records, and comprehending the rationale behind such practices.

- To have in place and maintain suitable mechanisms to oversee and resolve matters pertaining to online safety and mobile phone network access, with a particular focus on children who may be more susceptible to harm, exploitation, and abuse; refer concerns as necessary in accordance with the PREVENT obligation.

Procedure flow chart

The role of all staff within safeguarding

It is the duty of all adults who interact with children or act on their behalf to protect and advance their welfare. This involves being vigilant to detect potential abuse and documenting and reporting any concerns to staff members designated as having child safety responsibilities at the school.

A referral can be made by anybody, although in cases when the designated safeguarding lead does not make the referral, the lead should be notified that a referral has been made.

We acknowledge that no one professional can have the full picture, and we must work together to fully understand the requirements and circumstances of a child. Everyone that comes into contact with children and families has a responsibility to recognise issues, exchange information, and act quickly if they are to get the right help at the right time. Staff members should always be alert and report any concerns to the designated safeguarding lead (or deputies) as safeguarding concerns are never isolated incidents and may overlap with one another.

All staff should:

- Ensure they have read KCSIE (2025) Part 1
- Report any incidents or concerns (regardless of how small they seem) by following the procedure flow chart above.
- Record any concerns on 'My Concern' as soon as possible after the incident
- Ensure the DSL or DDSL is aware of any concerns you have reported or recorded

- Always feel confident to challenge where you think action has not been taken
- Record any incidents that may form part of the bigger picture for the child (including, telephone calls/meetings with parents or external agencies)

Record Keeping

At Overstone Park, we ensure that records are maintained and stored in a confidential, secure, and current manner. This includes:

- maintaining separate records for each child.
- including a comprehensive and detailed summary that outlines the follow-up and resolution of concerns.
- including a notation of actions, decisions, and the result.
- sharing information as necessary to ensure the safety of children.
- transferring records and other pertinent information to the new school no later than within five days.

To ensure records are maintained effectively and easily accessible for the appropriate people, a secure online system called 'My Concern' is used. All staff have a login so that when concerns arise, they can be recorded quickly and effectively and the DSL/DDSLs will be notified accordingly. The Designated Safeguarding Lead has oversight over all concerns that are recorded and can take appropriate action/give appropriate advice to staff.

As part of wider record keeping, concerns regarding staff can be recorded on 'My Concern's partner programme, 'Confide' where appropriate. Staff can also report concerns in person if they feel this is more appropriate.

All risk and needs assessment and action plans whether internal or multi-agency will be reviewed and updated on a regular basis. If things do not improve or deteriorate the situation should be reconsidered

Supporting vulnerable groups

Our vulnerable groups are known to be the least safe, we consider the following groups of children to fall in the category of 'vulnerable':

- looked after children
- traveller children
- young carers
- bullied/cyber bullied children
- children who go missing from home/school
- children suffering from neglect, physical abuse, sexual abuse or emotional abuse
- children suffering from bereavement
- children of parents who are refugees/asylum seekers
- children experiencing drugs or alcohol abuse
- children with special educational needs or a disability
- children excluded from school

Looked After Children

Overstone Park School recognises that looked after children (LAC) or previously looked after children (PLAC) may need additional support. The school has a designated member of staff to support looked

after children. They will work closely with the DSL and Virtual Head to ensure information about the child's care arrangements is known and shared appropriately. The school recognises the importance of all agencies working together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has appropriate training and the relevant qualifications and experience to fulfil this role, to support them specific note is taken of Promoting the education of looked after and previously looked after children (Feb 2018)

Safeguarding pupils who are vulnerable to extremism and radicalisation

Overstone Park School recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include the following

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

We support our pupils by

- Assessing the risk of pupils being drawn into terrorism.
- Working in partnership with relevant agencies under the Safeguarding Children Partnership procedures.
- Appropriate staff training.
- Appropriate online filtering.
- The school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.
- Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.
- Concerns should be referred to the Designated Safeguarding Lead or Principal who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

Linked policies

This policy document is to be read in conjunction with the following policies that form part of the

wider agenda for safeguarding and promoting the welfare of children. The word 'safeguarding' is used as an 'umbrella' term which encompasses all the following policies:

- Accident
- Anti-bullying (includes cyberbullying)
- Asthma
- Attendance
- Behaviour
- Child Protection
- Child Sexual Exploitation (includes CCE & FGM)
- Confidentiality
- Critical Incident
- Dealing with Radicalisation and Extremism
- Equal Opportunities and Diversity
- E-safety, Acceptable Use and Data Policy
- Fire and Emergency Evacuation
- First Aid
- Health and Safety including fire evacuation and lockdown procedures
- IT/Online Safety/Acceptable Use Policy
- Medicines
- Missing Child/lost child policy
- Manual Handling
- Risk Assessment
- Safe Recruitment and Selection
- Security
- SEN and Disability
- Sickness and Communicable Diseases
- Staffing Checks
- Staff Code of Conduct and Low-Level Concerns Policy
- Use of Physical Intervention / Restraint Policy
- Visitors
- Vulnerable Child
- Whistle blowing

Monitoring and Review

The Designated Safeguarding Lead in the School will monitor the implementation of this policy locally and report to the principal as required.

The proprietor, the Designated Safeguarding Lead, and a Safeguarding consultant will undertake an annual audit visit and other periodic checks to monitor the effectiveness of the school's implementation of these policies and procedures. They will also regularly review the safeguarding incidents that have arisen and how they were managed. The Health and Safety management team will also participate in reviewing the policy.

This policy was written by:

Principal: Mrs Marion Brown

Designated Safeguarding Lead: Mrs Dawn York

Deputy Safeguarding Leads: Miss Ashleigh West, Ms Julieanne Sinnamon, Mrs Sarah Salas

Policy revised in August 2025

Review of the policy August 2026

Further contact info

Early Help Support Service on 0300 126 7000 (option 1 then option 2) or email CFSS@NCTrust.co.uk

Early Education and Childcare advisers eecadvisers@westnorthants.gov.uk
eecadvisers@northnorthants.gov.uk

Virtual School
Calli.Arrow@northnorthants.gov.uk
Phone: 01536 535680
Email: virtualschool@northnorthants.gov.uk

Northampton safeguarding children board [Home - Northamptonshire SCP](#)

LADO's will still be contactable via e-mail LADOConsultations@NCTrust.co.uk
Or by phone:
Andy Smith - West Northamptonshire 07850 854 30
Sheila Kempster - Designated Officer for North Northamptonshire 07831 123 193
Sian Edwards (interim) - 07738 636 449

Please note that, should you contact any of the LADOs and receive advice that a consultation or referral needs to be made, you will need to do this via the link on the LADO website – Designated Officer (formerly LADO) - Northamptonshire Safeguarding Children Board (northamptonshirescb.org.uk)

Multi-Agency Safeguarding Hub (MASH)

Professionals should use the online referral form to submit safeguarding concerns to the Multi-Agency Safeguarding Hub (MASH).

- 0300 126 7000 (for advice and to report concerns)
- 01604 626 938 (Emergency Out of Hours MASH) n.b. call 999 if a child is in immediate danger

Online Referrals: [https://northamptonshireself.achieveservice.com/en/service/Make_a_children_s_referral_to_Northamptonshire_s_MASH_Trust_\(NCT\)](https://northamptonshireself.achieveservice.com/en/service/Make_a_children_s_referral_to_Northamptonshire_s_MASH_Trust_(NCT)) urgently during the evening, at night, or at the weekend, please phone their out-of-hours team on 01604 626938.

Child and Adolescent Mental Health Services (CAMHS)

Referrals (via the Youth and Adolescent Referral Management Centre)

<https://www.nhft.nhs.uk/cyprmc>

CAMHS Advice Line for Professionals

0800 170 7055 (Monday – Friday 9am-7pm)

Prevent Duty Referrals and Advice

E-Mail: prevent@northants.pnn.police.uk or Telephone: 101 ext. 341166

Guidance Sheet for Prevent Referrals and Advice

- NSPCC: help@nspcc.org.uk Tel: 0808 800 5000
- NSPCC whistleblowing: help@nspcc.org.uk Tel: 0800 028 028522
- NSPCC sexual abuse in school's helpline: help@nspcc.org.uk Tel: 0800 136 663
- CEOP: www.ceop.police.uk/ceop-reporting/
- DfE dedicated telephone helpline and mailbox for non-emergency advice for staff: 020 7340 7264 and counterextremism@education.gsi.gov.uk

Childline can also give confidential help and advice. Calls to 0800 1111 are free or children can get support online.

Shore Space

<https://shorespace.org.uk/>