
OVERSTONE PARK SCHOOL

Safeguarding and Child Protection Policy

Overstone Park School, Overstone Park, Northampton, NN6 0DT

This policy applies to the Senior School, Prep School, Pre-Prep School and Early Years Foundation Stage.

Date	Review Date	Coordinator
April 2024	August 2024	Principal - Mrs M Brown Designated Safeguarding Lead – Mrs Dawn York Deputy Safeguarding Lead – Miss Ashleigh West Deputy Safeguarding Lead – Ms Julieanne Sinnamon

It is available on the website and will be made available to parents on request.

It should also be read in conjunction with the latest editions of the following legal guidance.

- 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 2023
- 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

It is available on the website and will be made available to parents on request.

It should also be read in conjunction with the latest editions of the following legal guidance.

- 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

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Every action Overstone Park School takes, starts with the safeguarding and the welfare of our pupils. We take a whole school approach and understand 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. The term 'children' refers to everyone under the age of 18 within the policy.

Our first priority is the care of our children, and we take great pride in the robust pastoral care culture that permeates the school.

Equally, we are aware that, should we have any concerns about a pupil or a member of our community, speaking out, we must have a cultural environment that allows this.

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 work together to protect our children.

The safeguarding policy serves as a foundation for all school policies, including but not limited to the staff behaviour policy (code of conduct), safer recruitment policy, allegations against staff, complaints, pupil behaviour, children missing education, online safety, child-on-child abuse, sexual violence, and sexual harassment between children. It is formulated to uphold our fundamental values of keeping our pupils safe and caring for them to make a positive difference in their lives.

1.1 Monitoring and Review

The working of this Policy will be monitored locally by the Designated Safeguarding Lead in the School who will report as required to the Principal.

The proprietor with the support of a Safeguarding consultant will undertake an annual audit visit and other periodic checks in order to monitor the effectiveness of the school's implementation of these policies and procedures, together with regular reviews of the safeguarding incidents that have arisen and how they were managed.

The Health and Safety management team will also participate in the process of reviewing the policy.

Section 2 Safeguarding contacts

Principal Mrs Marion Brown
Contact: Telephone: 01604 969232
Email: opschool@aol.com

Designated Safeguarding Lead and Prevent single point of contact (SPOC)
Mrs Dawn York
Contact Telephone: 01604 969232
Email: d.york@opschool.org.uk

Deputy Designated Safeguarding Lead
Miss Ashleigh West
Email address: a.west@opschool.org.uk
Deputy Designated Safeguarding Lead
Ms Julieanne Sinnamon

Email: j.sinnamon@opschool.org.uk

Designated Teacher of Children in Care:

Mrs Sarah Salas

Email: s.salas@opschool.org.uk

Designated Teacher of Children in Care:

Mrs Suzy Dawson

Email contact: s.dawson@opschool.org.uk

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

Early Education and Childcare advisers ecadvisers@westnorthants.gov.uk

ecadvisers@northnorthants.gov.uk

Virtual School

Calli.Arrow@northnorthants.gov.uk

Phone: 01536 535680

Email: virtualschool@northnorthants.gov.uk

Northampton safeguarding children board <http://nscp@northnorthants.gov.uk/>

Designated Officer (formerly LADO)

Managing Allegations

It is the expectation that all referrers are familiar with Northants Safeguarding Children's Procedures guidance in respect of allegations against staff or volunteers in a regulated activity. They should also be aware of their own processes for managing allegations against staff or volunteers.

Working Together to Safeguard Children, updated in 2023 underpins the role of LADO and places duties on a range of organisations and individuals in relation to the need to safeguard and promote the welfare of children. All allegations of abuse of children by those who work or volunteer with children must be taken seriously. An allegation may relate to a person who works with children who 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
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved in a way that indicates they may not be suitable to work with children

The LADO should also be informed of any assessments / allegations about a professional's personal / family life which could suggest that they may be a risk to children with whom they are working - for example if someone is arrested for a crime against a child outside of their role, or their own children become the subject of a child protection plan.

Timescales

Any allegation against a person who works with children should be reported immediately to a senior manager within the organisation.

The Local Authority Designated Officer (LADO) should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

The Role of the LADO

The role of the LADO is to manage and oversee allegations against people who work with children. LADO's are not responsible for undertaking investigations; investigations are completed by Police or, if criminal threshold has not been met, by the employer / agency. LADO can provide advice and guidance to employers and voluntary organisations.

The LADO does not:

- undertake any investigation;
- have direct communication with the person subject of the allegation;
- provide advice and support to the person subject of the allegation;
- provide HR advice in respect of suspension or dismissal;

Please note:

- Incidents where one child harms another child, or a parent who does not work with children harms their own children do not need to be reported to the LADO Service; these matters need to be referred directly to MASH (see additional information below for link to MASH referral)
- Parental complaints should be made via any organisation's complaints process, initially raising the complaint with the Head Teacher / Manager of the setting in the first instance.
- General dissatisfaction with a school / setting / team or individual needs to go through the setting's complaints process.

Make a Referral to LADO

Please complete a LADO referral form for any consultation or referral to LADO via the link below:

Report a Concern about an Adult working with Children

This form is the initial method of contact with the Local Authority Designated Officer (LADO). **This is the only way to refer a concern or request a consultation.**

LADO will contact you to discuss whether LADO threshold is met (or not) and guidance will be given about next steps if threshold is met.

You should seek HR advice with regard to actions you may need to take in respect of members of staff, as LADO cannot make decisions about suspension or dismissal of staff – this is retained by the employer.

LADO can be contacted via LADOConsultations@NCTrust.co.uk

Andy Smith - 07850 854 309 / Sheila Kempster - 07831 123 193

LADO Business Support can be contacted via phone:

Beth Panter – 07836 687 844 / Adebola Attah – 07836 690 052

LADO Referrals Indicator Matrix

Please note that LADO indicators can apply to organisations as well as to individuals. The LADO service will analyse referral information to identify organisations that may need additional support with their implementation of safeguarding policies.

[Click here to view the LADO Referrals Indicator Matrix](#)

Helpful Information

What to do if you are concerned about a child's safety or welfare:

Police

In any emergency where a child is in immediate danger, contact the police directly on 999.

If you need to report a Non-Urgent Crime call 101 or see below:

Report a crime | Northamptonshire Police (northants.police.uk)

MASH at Northampton Children's Trust

If you are concerned about a child's safety or welfare but they are not in immediate danger, you should establish the level of need and risk before you take action.

Thresholds and Pathways - Northamptonshire Safeguarding Children Partnership

If you have an urgent concern outside of normal working hours, you can contact the emergency duty team on: 0300 126 7000.

Reporting a concern to MASH

For more information on reporting a concern, please use the link below.

Reporting Concerns (proceduresonline.com)

DBS

If you need to make a referral to DBS please see below for guidance

DBS barring referral form - GOV.UK (www.gov.uk)

Regulated activity

Department for Education (publishing.service.gov.uk)

Completing Investigations

<https://www.acas.org.uk/acas-guide-to-conducting-workplace-investigations>

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

Section 3

Safeguarding and promoting the welfare of children.

This is defined as:

Protecting children from maltreatment.

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.

Taking action to enable all children to have the best outcomes.

The school acknowledges its pivotal role in safeguarding and protecting children as well as educating and supporting pupils in school socially, emotionally, mentally and academically.

The policy's objective is to protect and advance the welfare, safety, and health of our pupils by cultivating an environment that is safe, transparent, compassionate, and encouraging. We encourage 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.

3.1 The key components to our policy: -

The school has systems in place to: -

- Prevent unsuitable people working with pupils.
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action and promote the welfare of pupils in need of additional support.
- Promote safe practice and challenge poor and unsafe practice.
- Protect pupils and staff from online risks; these include online safety education and training, policies and procedures governing the use of IT, and procedures to manage any incidents that occur.
- Provide filtering and monitoring in line with the guidance issued by the Department for Education in their filtering and monitoring standards.
- Deal with issues of confidentiality, information sharing and consent.
- Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication).

3.2 Whole school Safeguarding approach

We acknowledge that no one professional can 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.

Section 4 Early Years Foundation Setting

Overarching principles

Four guiding principles should shape practice in early years.

These are:

Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

Children learn to be strong and independent through positive relationships.

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of learning and development. Children develop and learn at different rates.

This Policy applies to the school's provision for the Early Years Foundation Setting ('EYFS'). The identity of and contact details for the Designated Safeguarding Leads with responsibility for safeguarding within this setting are set out at the head of this policy.

Throughout the setting all persons in the EYFS are required to adhere to the ICT Acceptable Use Agreement on the use of mobile phones, cameras or other digital recording devices: that is, that personal digital recording devices must not be used for taking, editing or transferring images or videos of pupils. No mobile phones are permitted in the Nursery.

Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, comments which give cause for concern, or any reasons to suspect neglect or abuse outside the setting), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).

Early years Fledglings Day Nursery

E-safety Policy and mobile device policy.

1 Introduction

Technology has become increasingly integral to learning in today's world.

The revised EYFS (Sept 2014) requires children to understand how to use ICT toys and other devices safely, and how technology is used in the everyday world around them.

2 Aims and objectives

The aim of this policy is to ensure the safety and welfare of children when using ICT equipment and resources, including accessing the internet.

- 2.1 The objective of this policy is to ensure there is a consistent approach to ICT safety that meets all the statutory requirements.

3 E-safety

The internet and e-learning has now become an essential element in education. It is vital to provide our children with quality ICT experiences and to support them in accessing the internet safely.

- 3.1 Our e-safety policy operates under the umbrella of the Safeguarding and Welfare policy and relates to all types of information technology.
- 3.2 We have a commitment to keep children in our care safe and healthy, and this includes providing them with a safe e-environment.
- 3.3 We recognise our duty to make children aware of possible risks when using ICT, including the internet, and how to respond to these safely.
- 3.4 Use of the internet can enrich the educational programme offered in a range of ways including: online stories, rhymes, songs etc.; motivational educational games; other quality resources and materials.
- 3.5 Whenever we offer internet and other technology based activities these will be built upon:

guided educational use - internet use is carefully planned and targeted within a regulated and managed environment;

effective risk assessment - we will ensure that our children are not exposed to inappropriate information or material;

shared responsibility - internet safety depends on staff and parents/carers taking responsibility for the use of internet and other communication technologies including mobile phones.

- 3.6 Children will be guided by staff and shown how to use the internet in a safe way.

- 3.7 Staff use of the school/setting's internet will be monitored and any misuse will be dealt with under our disciplinary code.

Managing filtering

We take advice from our Local Authority Filtering and monitoring specialist Simply IT and others as appropriate, to ensure our systems effectively protect our children and continually review our systems for improvement.

- 3.8 Within our school/setting, we have a staff member (ICT system support officer) responsible for e-safety.
- 3.9 The ICT system support officer is responsible for ensuring appropriate filters are applied to all electronic devices which have an internet connection and reviewing the sites being accessed.
- 4.4 All staff are responsible for monitoring the websites being used by the children during school/setting sessions.
- 4.5 If staff or children come across unsuitable online materials, the internet must be disconnected and the site must be reported to the ICT system support officer.
- 4.6 In such circumstances staff will carry out the following procedures:

Move the children away from the equipment as soon as possible.

Turn off the internet after recording the address of the website.

Management will inform the parents of the child/children of the incident and action taken.

The internet will not be used until the system/s have been reviewed.

Managing content

All staff are responsible for ensuring that material accessed by children is appropriate and the use of any internet derived materials by staff or children complies with copyright law.

- 3.10 We will take all reasonable precautions to ensure that children only access appropriate material. However, due to the international scale and linked nature of internet content, it is not possible to totally guarantee that unsuitable material will never appear on a school/setting computer.
- 3.11 We cannot accept liability for the material accessed, or any consequences of internet access, although we will do all within our power to avoid situations of inappropriate access.
- 3.12 Images used on the school/settings website will be selected carefully and will not allow individual children to be clearly/fully identified.
- 3.13 Childrens' full names will not be used anywhere on the website, particularly in association with images. We request written permission from parents/carers before displaying their child on the website when each child starts at the school/setting and the wishes of parents/carers are followed at all times.

4 Communication

E-mail: All Staff will use a school/setting e-mail address when using e-mail on site for official business purposes.

- 4.1 This address will not be used for personal e-mail.
- 4.2 Inappropriate materials are not allowed to be sent via this email address. This covers those which are harmful, unsuitable and undesirable.
- 4.3 Any inappropriate materials (text or images) that are sent will be in breach of our Safeguarding and Welfare policy and may be treated as gross misconduct.

- 4.4 Online communications and social networking: Chat rooms and social networking sites such as Facebook or Twitter will not be permitted at the school/setting.
- 4.5 Staff will not discuss individual children or the school/setting on Facebook, Twitter or any other social networking site outside the school/setting.

(NB: Further guidance on social networking can be found in our Use of Social Media policy).

5 [Handling complaints](#) This is linked to the school's complaint policy.

Any complaints about the appropriate use of the internet or other technologies will be handled through the procedures of our Compliments, concerns and complaints policy.

6 [Staff use and personal phones.](#) This is linked to the school's policy on the use of mobiles.

Mobile phones and smart technology are part of everyday life for most children, parents and staff members.

This is guidance on appropriate use of any devices in the setting. Mobile phone use is covered in staff training during the induction process and policies are reviewed regularly in the light of changing technologies.

Personal mobile phones should be either turned off or on silent and not accessed during working hours.

Mobile phones can only be used on a designated break and this must be away from the children.

Mobile phones should be stored safely in staff lockers or another designated area at all times during working hours.

No personal device is allowed to be connected to the nursery Wi-Fi at any time.

During outings staff can only use mobile phones belonging to the nursery.

Photographs must not be taken of the children on any personal phones or any other personal information storage device. Only nursery-owned devices can be used to take photographs or videos.

Staff must not use personal mobile phones to communicate with parents/carers or give out their personal mobile numbers or email addresses.

Staff who bring personal mobile phones into the provision must ensure that there is no inappropriate or illegal content on them.

The early years setting is not responsible for the loss, damage or theft of any personal mobile device. All members of staff should remain vigilant and report any concerns to the setting's manager or designated safeguarding lead (DSL). Parents and staff should be informed of the complaints procedure and staff made aware of the whistleblowing procedure.

If a member of staff breaches the mobile phone policy, action will be taken in line with the staff code of conduct and allegations policy.

If a member of staff is thought to have illegal content on a mobile phone or have committed a criminal offence using a personal device or mobile phone, the police will be contacted and the LADO (Local Authority Designated Officer) will be informed.

[Use of setting's mobile phones and devices](#)

In addition to personal mobile phones, early years providers must also consider the safe use of any devices owned by the setting. Mobile phones and tablets can be valuable resources for taking photographic and video images of pupils for teaching and learning purposes, to record progress or to celebrate achievement.

[Appropriate use of any nursery devices and this should be used in conjunction with the e-safety and acceptable use IT policies.](#)

The setting's mobile phones or tablets must only be used by members of staff for work purposes. The setting's devices will not have any social media or messaging apps on them.

Managers must ensure any apps downloaded onto nursery devices are age and content appropriate for the children or staff using them.

Passwords or passcodes for nursery devices must not be shared or written down and will be changed regularly. Mobile phones and devices belonging to the setting will always be used in accordance with the acceptable IT use policy and activity may be monitored for safeguarding reasons and to ensure policy compliance.

During outings, staff will only use mobile phones belonging to the setting wherever possible.

Parental permission must be obtained on joining the setting for the use of photographs or videos of children and consent should be sought every 12 months.

Any images or videos of children will be stored securely and deleted when no longer required.

Nursery devices must not be taken home with staff and must remain secure at the setting when not in use.

[Parents and visitors](#)

To protect children in the early years, we do not allow parents or visitors to use their mobile phones on the premises. Visitors are informed of the policy before they visit or on arrival and this can be reinforced by signs. Members of staff should challenge visitors if they have concerns about their use of mobile phones or other devices and inform the manager or DSL of any breaches of policy.

Children cannot bring into the setting any devices that may take photographs or videos, such as phones or smart watches, to ensure that everyone is safeguarded and to protect personal property from loss or damage.

Further information

Child Exploitation and Online Protection Centre (CEOP)

Inspecting Safeguarding in Early Years, Education and Skills, Ofsted

Keeping Children Safe in Education, GOV.UK

Safeguarding Children and Protecting Professionals in Early Years Settings: Online Safety Considerations, GOV.UK

UK Council for Internet Safety

UK Safer Internet Centre

Working Together to Safeguard Children, GOV.UK

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

Name: Miss A West
Signed: A West
Date: June 2024

Section 5 **Provision of activities separate from the school.**

When Overstone Park School offers services or activities directly under the direction or control of school staff, the child protection policies of the school shall be in effect.

When another body provides services or activities separately, the school will look for written confirmation that the body in question has policies and procedures in place to protect and safeguard children (inspecting these when necessary) and that there are plans in place to communicate with the school on these matters when necessary.

Every lease or hire agreement will include safeguarding criteria as a prerequisite for use; noncompliance will result in the arrangement's termination.

Section 6 **Overstone Park Safeguarding Commitment: -**

Overstone Park School has an open and transparent attitude which is accepting towards children as part of its responsibility for pastoral care. Staff encourage children and parents to talk about any concerns and to see the school as a safe place when there are difficulties.

Children are listened to, and their concerns and anxieties will be taken seriously, and children are encouraged to seek help from members of staff.

Overstone Park School will therefore:

Establish and maintain an ethos where all children (including those having protected characteristics under the Equalities Act 2010) feel secure and are encouraged to report concerns, talk, and are listened to.

To ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty; and that there are alternative ways to report concerns.

To include in the curriculum activities and opportunities for PSHE/RSE which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), and to know to whom they can turn for help.

To ensure that every effort is made to establish effective working relationships with parents and colleagues from other agencies.

To ensure that all our staff, as appropriate, understand how to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.

To operate safer recruitment procedures and make sure that all appropriate checks are carried out and recorded on the single central register for new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc. (see Keeping children safe in education part 3 and the School's safer recruitment policy).

To ensure that all staff members make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

To ensure that any staff member who has any concerns about a child's welfare understands how to follow the processes set out in this child protection policy and raise concerns with the Designated Safeguarding Lead or Deputy without delay.

6.1 Broader aspects of safeguarding care and education

Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including: -

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the School under the Equality act: we will not unlawfully discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils.

Equality Act 2010

We have obligations as a school under the Equality Act 2010 not to unlawfully discriminate against pupils or students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Equality, diversity, tolerance and acceptance are some of our core values.

- Where a child receives elective home education and has an EHCP, the LA reviews the plan working with the school parents or carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local area.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSIE 2023 Annex A.

Section 7 Safeguarding implemented in the Curriculum.

Pupil safety will always be the first priority for the school. We teach pupils about safety and health, and they participate in a comprehensive RSE/PSHE curriculum.

Pupils feel safe, their opinions are respected, they are encouraged to speak, and they are listened to when we establish this atmosphere and culture.

We give pupils the right kind of assistance and direction so they have a network of acceptable people they can confide in when they're having problems.

We use the curriculum of the school to increase students' awareness and confidence so they can safeguard themselves and others by understanding the value of defending others and having a variety of contacts and tactics to do so.

All pupils are required to treat staff and each other with respect, and staff treat the children with respect.

We emphasise to students the value of avoiding using violence to settle disputes.

Our school's policies relating to conduct, behaviour and procedures are subject to frequent reviews and evaluations.

In addition to recognising the connection between mental health, school attendance, and children who are "absent from education" and the effects on learning, progress, and educational success, we provide students with opportunity to comprehend stress and coping mechanisms.

Senior pupils, known as 'Pupils with responsibilities' are assigned roles of pastoral responsibility and given instructions on what to do in the event that they learn of information about child protection concerns or pastoral matters in general.

In every aspect of our life, mobile phones, laptops, tablets, and other networked gadgets are indispensable. However, there are risks involved with this as well, such as being exposed to improper content, being in bodily danger, becoming the target of cyberbullying, facing legal and business challenges, engaging in addictive activity, becoming radicalised, CSE, and sexting.

The School's E-Safety Policy governs the management of these concerns, which are addressed by teaching pupils about digital citizenship through RSE/PSHE and reinforced by filtering and monitoring technologies.

The school highlights the significance of having conversations regarding digital citizenship concerns with parents, pupils and staff since it understands how simple it is to circumvent these limits utilising 3/4 or 5G networks.

7.1 Areas addressed in PSHE and Relationships Sex Education - Related policies are Anti-bullying policy, Anti-cyber bullying policy, SRE policy, PHSE policy.

Bullying (including Cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms).

Drugs, alcohol and substance abuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate).

Online safety.

The danger of meeting up with strangers.

Fire and water safety.

Road safety.

Domestic Abuse.

Healthy Relationships / Consent.

(So-called) Honour Based Abuse issues e.g., forced marriage, Female Genital Mutilation (FGM).

Sexual exploitation of children (CSE), including online.

Child Criminal exploitation (CCE).

Preventing Extremism and Radicalisation.

Section 8

Roles, responsibilities and accountabilities

It is the duty of all adults who interact with children or act on their behalf to protect and advance their welfare.

This involves having been able 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.

This document begins with a list of the names of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for the current year.

The Governing Body (The proprietor) will make sure that, in line with the legal advice Keeping Children Safe in Education 2023.

The school has in place efficient child protection and safeguarding policy and procedures, and training. The public can access the policy.

E-safety is included into, matched with, and regarded as a component of the overall safeguarding strategy of the school as well as more extensive staff training and curriculum development.

A comprehensive and balanced curriculum includes instruction in online safety for pupils.

Policies and procedures are in place to address safeguarding concerns, including low-level concerns, as well as allegations of abuse involving staff and volunteers.

The implementation of which ensures compliance with the E-Safety Policy (see Appendix), as well as the necessary safeguards for filtering and monitoring on school devices and the network.

The risk assessment needed to determine the suitability of filtering and monitoring systems will be influenced, in part, by the Prevent Duty as mandated by KCSIE 2023.

A senior member of the School's Management Team (the "Designated Safeguarding Lead") is entrusted with primary responsibility for child protection; cover for this position is consistently ensured through suitable arrangements for activities during non-term periods and before and after school.

Effective local authority training is completed by the Designated and Deputy Safeguarding Leads, in addition to fundamental child protection training. This training is reviewed and updated every two years.

In conjunction with this structured training, their expertise and competencies are routinely (minimally annually) revised through seminars on safeguarding, among other means.

8.1 The role of the Governing body (Proprietors)

Human Rights - Equality and Human Rights Commission.

Under the HRA, it is unlawful for our school to act in a way that is incompatible with the specific Convention rights applying to schools:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right).
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity.
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

A Governing body (Proprietor) will represent concerns related to child protection and safeguarding at the school, communicate with the designated safeguarding lead, and give the board of directors reports and information.

The Governing body will, at minimum, evaluate the Safeguarding Policy once a year, and any flaws or shortcomings.

When the requisite conditions are met, the chair of the governing body will deal with any accusations of abuse made against the principal.

Should there be conflict of interest The Designated Safeguarding lead will work with the Local Authority Designated Officer (LADO) if the threshold is reached.

The Governing Body (The proprietors) ensures that all staff adhere to the applicable data protection principles, as stipulated in the GDPR and the Data Protection Act of 2018.

The "Guidance for Safer Working Practice for those who work with children in education settings Feb 2022" is a behaviour "Code of Conduct" for staff and volunteers that is revised frequently.

Information is sent to the Local Authority via the Safeguarding Annual Return on behalf of the Safeguarding Children Partnership.

This includes having confidence in the processing terms that enable them to share and store data for security reasons, including sensitive and personal data that need to be handled as "special category personal data."

Following the legislative advice "Working Together to Safeguard Children" (2018), the school supports interagency collaboration by offering coordinated Early Help to children who need it.

[Early help](#)

This Early Help might be referred to an outside support organisation or provided directly through school provision. The Northamptonshire Safeguarding Children Board Partnership's policies and practices are complied with within safeguarding arrangements.

To access targeted services, an Early Help Assessment will be completed with the family which will decide the best method of support.

When a child's needs cannot be met through Early Help services, and if a child is suffering or likely to suffer significant harm, they will be referred to statutory services.

Any child may benefit from early help, but all school staff are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether or not they have a statutory Education Health and Care plan)
- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing alcohol and other drugs themselves.
- has returned home to their family from care.
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

[What is the Early Help Assessment and what is your role in it.](#)

[What is Early Help Assessment or EHA?](#)

EHA is a simple way to help identify the needs of children and families and make a plan to meet those needs. It is designed to be a shared tool which can be used by all agencies in Northamptonshire who are delivering early help. It is a standardised approach so that all children and families have the same experience of exploring their needs, strengths and challenges.

<https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-informationforprofessionals/Pages/earlyhelp.aspx>

[Who will use the EHA?](#)

All professionals working with children, young people and families should be able to use and complete an EHA.

[Who is the EHA for?](#)

The EHA can be used to support children and young people between 0–19 years, including unborn babies and can also be used with consent up to the age of 24 where a young person has a learning difficulty or disability. It does not replace any social care assessment or EHC processes for children with disabilities or additional needs.

[Where can I find the EHA?](#)

You can find the EHA, the EHA handbook and all associated documents online at

<https://www.nctrust.co.uk/helpandprotection-for-children/protecting-children-information-for-professionals/Pages/earlyhelp.aspx>

Any colleagues without web access should contact the Early Help Support Service for copies 0300 126 7000 (option 1 then option 2) or email CFSS@nctrust.co.uk What EHA paperwork is there?

There is:

1. The EHA form
2. An EHA action plan
3. An EHA review form
4. An EHA closure form

You should never need any more than those four pieces of paper.

[Do I need to submit an EHA?](#)

Yes, but only the EHA and action plan. You should also submit an EHA closure form when you finish working with the family.

[Do I need consent to do an EHA?](#)

Yes, you do need written consent from the family or the young person.

[What about Team around the Family?](#)

The Team around the Family process continues, and you can still make use of it when you need other professionals and services to help you help a family.

[What about safeguarding procedures?](#)

As always, if you are concerned that a child is suffering, or is at risk of suffering, significant harm, you must follow your organisations safeguarding procedures and contact the MASH on 0300 216 7000 (option 1 then option 1). Doing an EHA is not sufficient in these circumstances.

[What training or further information on the EHA will be available?](#)

There is an EHA handbook available that walks step by step through the process. This is available here:

<https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-informationforprofessionals/Pages/earlyhelp.aspx>

If you need help, advice, information or guidance at any time about the EHA or any part of the early help system, you can contact the Early Help Support Service on 0300 126 7000 (option 1 then option 2) or email CFSS@NCTrust.co.uk

[Safer recruitment procedures](#)

The Governing body (the proprietor) with the support of the Principal and the Designated Safeguarding officer will ensure that safe recruitment procedures which include checking prospective new staff and volunteers ensuring that all statutory checks have been completed and making appropriate use of references.

Safer Recruitment Training has also been completed by the Principal, and other personnel engaged in the recruitment process.

At the shortlisting stage, this will entail alerting candidates of the procedure and doing an online check for any new or potential employee.

All staff members and volunteers who interact with children, including the Principal are required to complete suitable safeguarding training. This includes regularly updated online safety training that adheres to the Safeguarding Children Partnership protocol, which occurs at least every three years.

Additionally, the School ensures that all new staff and volunteers are duly informed of its child protection arrangements and their respective obligations (including this policy, Part 1 of Keeping children safe in education).

As part of this induction, the Local Authority Induction leaflet ("Safeguarding in Education Induction – Child Protection Information, Safer Working Practice") will be utilised, and all personnel who will be interacting directly with children will be provided with Annex B from "Keeping children safe in education" 2023.

8.2 The Principal

The Principal of the School will ensure that:

The Principal and the Designated Safeguarding Lead will see to it that all employees properly implement and abide by the policies and procedures that the Governing body has set.

The Designated Safeguarding Lead and other staff members are given enough time and resources to carry out their duties, which include participating in interagency meetings and strategy talks as well as helping with child assessments.

The Local Authority Designated Officer (LADO), if the threshold is fulfilled, is notified of any allegations of abuse or worries that an adult or staff member working at the school could endanger children.

Concerns about careless or dangerous practices involving children are welcome from all staff members and volunteers, and they are promptly and tactfully addressed.

There's also the NSPCC Whistleblowing Advice Line (0800 028 0285).

Every employee is instructed to report safeguarding concerns to the appropriate authorities, either directly to Children's Social Care (Children's Services) or the police, if necessary, and that they have an individual obligation to do so.

8.3 The Designated Safeguarding Lead - This is linked to the Designated Safeguarding lead's job description.

Staff members are able to 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" (2023), 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 Head 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 the Governing body (the proprietor) and the Local Authority on any deficiencies brought to the attention of the Governing body (the proprietor) and how these should be rectified without delay.

Ensure information sharing and management for safeguarding records.

The school maintains records in a confidential, secure, and current manner; 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; and transferring records and other pertinent information to the new school no later than five days beforehand, or earlier if required.

Promoting Awareness: guaranteeing 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 governing body 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 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.

[8.4 Looked After Children: The Designated Safeguarding Lead and the Designated Teacher's Roles](#)
[This is linked to the school’s Looked after children policy.](#)

Teachers are appointed who have responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

In order to guarantee that the child's progress is supported, the Designated Teacher will collaborate with the Virtual School.

The identity of the contact virtual school and the social worker's information for the pupil will also be known to the designated safeguarding lead.

Some children may have experienced abuse or neglect prior to receiving foster care, the Designated Safeguarding Lead and the Designated Teacher will collaborate closely.

We will connect with their social workers, carers, and parents as needed to guarantee their continued safety and well-being and to support their education.

We acknowledge that children who were previously looked after may still be vulnerable, and all staff members will receive training on the significance of continuing to provide support for these children through our school's pastoral system.

As a school, we will always understand how important it is to collaborate with agencies and act quickly to protect these children who are vulnerable and might still be in danger.

Section 9 **Secure keeping, monitoring and transferring of records.**

Maintaining accurate records is crucial to effective child protection procedures.

Concerns regarding pupils at the school must be documented and reported, and this is understood by all staff members.

Concerns are reported via 'My Concern' email, or written documents that are promptly forwarded to the Designated Safeguarding Lead (or Deputy) after being signed, dated, and possibly electronically signed.

These documents belong to the Designated Safeguarding Lead, who also determines when to transfer them to other organisations.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Documents about actual or purported maltreatment or disregard are kept apart from regular student or employee records. Occasionally, normal records contain markers indicating that sensitive information is kept elsewhere else. This is to shield people from unintentional access to private information by others who shouldn't be aware of it.

Child protection records are kept in locked filing cabinets in a location, and only designated staff members, such as the Principal and the Designated Safeguarding Lead and their deputies, have access to them.

Records pertaining to child protection are routinely examined to determine whether any updates or actions are required. Records are assessed to detect trends in complaints or concerns regarding any particular person and make sure they are addressed. Any activities performed are made evident.

When children transfer school, their safeguarding records are also transferred within 5 days of them starting.

Safeguarding records will be transferred separately from other records, best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, college, or 6th form / FE college, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer.

Where a child needs specific ongoing support, relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method will be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept.

The school will consult with the Local Area Designated Officer, the Police and Children's Social Care where appropriate, to agree to the information to be disclosed to them. In accordance with KCSIE 2023, we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home.

This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

Section 10 **Support to pupils and school staff**

[Support to pupils \(including those with a disability or about whom there are mental health concerns\).](#)
[This is linked to our Equality policy](#)

Overstone Park School recognises that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

Children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Children may be vulnerable because, for instance, they have needed an allocated social worker, they have a disability, are in care, a care-leaver, a looked after pupil, or previously looked after or are experiencing some form of neglect.

Overstone Park School seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with special educational needs, disabilities, or physical health issues. The school recognises additional barriers can exist when abuses and neglect occur or have occurred in this group of children.

These can include: -

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.

These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Communication barriers and difficulties in managing or reporting these challenges.

Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Our goal is to give these pupils the assistance they need while also boosting their confidence and sense of self.

Staff members, in particular the Deputy Designated Safeguarding Leads and Designated Safeguarding Leads, will take into consideration the circumstances surrounding any safeguarding incidents and/or behaviours, whether they take place online or at a school.

Contextual safeguarding refers to the process of including pertinent information in referrals to Children's Social Care and including any associated hazards or dangers into assessments.

Indications of abuse and neglect (from Part 1 of the legislative guidance), and Appendix B of the statutory guidance, "Keeping Children Safe in Education" 2023, contains additional information about particular forms of abuse.

When it comes to safeguarding, we understand how important it is to keep the mindset that "it could happen here," and we promise to always act in the child's best interests.

Section 11

Child-on-Child abuse – This is linked to our policy on Child and 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.

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, biphobic 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 LGBT 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 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, such as using 'My Concern' and will be urged to do so.

All occurrences of child-on-child abuse should be reported to a trusted adult in the school. They won't ever 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 particular dangers are found in order to guarantee the security of all staff and pupils and to provide the necessary assistance. See Appendix 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.

The use of 'reasonable force' at Overstone Park School

There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The department believes that the adoption of a 'no contact' policy can leave staff unable to fully support and protect their pupils and pupils.

The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, the school considers the risks carefully recognising the additional vulnerability of pupils.

All staff are Team Teach trained and the school have in place positive and proactive behaviour support, such as drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers which can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

Section 12

Online Safety E- Safety (Security on the internet)

The school has a robust filtering and monitoring system via Fortigate Web Filters installed by Simply IT our Information Technology partner.

This enables the safeguarding team in particular to monitor and address usage and behaviour patterns in addition to responding to urgent issues.

The school website contractors offer advice and support to parents regarding internet safety.

We acknowledge that children are vulnerable to abuse both in-person and online, and that technology plays a big role in many issues related to wellness and protection.

Some pupils may use their smartphones and other smart devices to watch and distribute pornographic and other hazardous content, engage in consenting and non-consensual sexual harassment of their classmates, and share indecent photographs.

Many children have unfettered access to the internet through mobile devices, and our e-safety policy outlines the guidelines for using them in class. It also outlines how the school will react to situations involving one or more of the four risk categories: commerce, conduct, content, and contact.

When developing and putting into practice any policies and procedures, online safety is an important factor to take into account. If staff members learn that children have shared offensive photographs, they will always take action. The school's reaction will be guided, on a case-by-case basis, by the DfE guideline "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (Dec 2020).

12.1 The key steps for staff and volunteers (not including the Designated Safeguarding Lead) are as follows: -

Report immediately to the DSL.

Do not view, copy, print, share, store or save the imagery, or ask a child to share or download.

If you have already viewed the imagery by accident (e.g., if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

Do not delete the imagery or ask the young person to delete it. Leave this for the DSL who will know what process to follow.

Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

Do not say or do anything to blame or shame any young people involved.

Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Section 13 **Sexual violence and sexual harassment**

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault.

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes.

‘Upskirting’ is a criminal offence and typically involves taking a picture under a person’s clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm.

Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators.

We will take positive action to create a safe and supportive culture in school, recognising the disproportionate vulnerability of these groups so that all pupils feel supported and have a safe space in order to speak openly with trusted adults if they wish to do so.

Sexual violence and sexual harassment can occur between children of any gender.

Planned curriculum for PHSE and Relationships, Sex and Health Education

This covers consent, respect, and personal privacy so that pupils will know how to treat their peer including online: -

The DfE statutory advice "Relationships Education, Relationships and Sex Education (RSE) and Health Education" lists various safeguarding concerns that will be covered in class.

The age and developmental stage of pupils will make this suitable.

Furthermore, supporting it will be the pastoral support network and the school's behaviour policy.

13.1 Responding to an incident.

Part 5 of "Keeping children safe in education" 2023 contains DfE recommendations on sexual harassment and child-on-child sexual assault.

When necessary, staff will liaise and communicate with the Police, Social Care, and Parents.

Both the accused child or children and the claimed victim or victims will receive support. Talks on the shape this support will take will involve parents.

Other pupils who could have been impacted by a certain event will also receive support.

The DSL will meet with the deputy DSLs and the principal to assist with the decision-making process for complicated issues.

14 Mental Health

It is important for all staff members to understand that mental health issues may occasionally serve as a sign that a child has had or is about to experience abuse, neglect, or exploitation.

Diagnosing mental health issues should only be attempted by specialists who have received the necessary training. However, staff members are in a good position to watch pupils on a daily basis and spot pupils whose behaviour raises the possibility that they are dealing with or about to deal with a mental health issue.

Abuse and neglect, as well as other potentially traumatic adverse childhood experiences, can have a lasting effect on children that extends into adolescence and adulthood.

Staff awareness of the potential effects these pupils experience may have on their behaviour, mental health, and education is crucial. Staff members should get in touch with a constable or the designated safeguarding lead right away if they have concerns about a child's mental health that also relate to safeguarding.

Through the school's online system, staff members and pupils can refer pupils for mental health services; the mental health team will also take into consideration any underlying safeguarding concerns that may contribute to mental health problems.

Section 15 Children Absent or Missing from School

[This is linked to the school's 'Children Missing in Education Policy'](#)

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 who might not be attending class in order to keep them from becoming a child who is missing from school.

We also understand the negative effects that student absence from school has on learning, advancement, and educational achievement. Where children are to be removed off 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 missing children may have been the target of drug-related criminals or perpetrators of child sexual exploitation (County Lines).

Other types of criminal exploitation, such as serious violence and violent crime, may also be groomed children into participating in. These kinds of exploitation are more likely to affect children who attend alternative education programmes.

Section 16 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, 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.

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.

Section 17 **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 factor 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.

Section 18 **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) (see appendix), 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.

Section 19 **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 not limited to, neglect, isolation, poor living conditions, having few personal belongings and a lack of trust and reluctance to seek help.

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

Section 20 **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 step-parent, grandparents, uncle, aunt or sibling).

Section 21 **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.

Section 22 **Complaints procedures**

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints policy and procedure.

The school will ensure the complaints procedure is followed.

1. The legal framework will be adhered to.

2. Definitions of complaints are made clear on the policy.
3. Eligibility to make a complaint is made clear on the policy.
4. Timescales.
5. Stage 1 – informal raising of a concern.
6. Stage 2 – formal complaint.
7. Stage 3 – panel hearing.
8. Recording complaints.
9. Monitoring and review

The complaints policy is:-

Easily accessible and publicised on the school's website.
Simple to understand and put into practice.
Impartial and fair to all parties involved.
Respectful of confidentiality duties.

Continuously under improvement, using information gathered during the procedure.

Fairly investigated, by an independent person when necessary.

Used to address all issues to provide appropriate and effective responses where necessary.

Section 23 **Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people, staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting.

Where a member of staff is distressed as a result of dealing with a child protection concern, they should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead will seek to arrange the necessary support.

Section 24 **Working with parents or carers.**

The school set out its responsibilities via the school website and admissions process will help parents/carers understand the duty placed on the school and staff for child protection.

Prior to Children & Family Services becoming involved, we would have a suitable conversation with parents/carers and get the required permission unless doing so would endanger the child or jeopardise an inquiry, Children's Social Care or another organisation.

Section 25 **Policies related to Safeguarding**

The legal duty of the propriety (the governing body) is to protect children's wellbeing extends beyond simple child protection.

The responsibility is to make sure that safety penetrates every action and function. As such, it supports and enhances a number of other policies, such as:

Policy to Counter Bullying
Staff Code of Conduct (“Guidance for Safer working practice”)
Personal Relationships
Physical Interventions/Restraint (DfE Guidance “Use of Reasonable Force” and “Screening, searching and confiscation”)
Special Educational Needs and Disability
Educational trips and visits
Work experience and extended work placements
First aid and the administration of medicines
Health and Safety
Site Security
E-safety and Mobile Phone
Complaints
Drugs and substance misuse
Rewards and Sanctions
Anti-discrimination policy

The aforementioned list is not exhaustive; however, when engaging in development or planning activities, the school will carefully assess the consequences for safeguarding and advancing the well-being of children.

Section 26

Recruitment and selection of staff (see also to the Safer Recruitment Policy)

Safer recruiting procedures at the school adhere to the legislative directive "Keeping children safe in education 2023, Part Three: Safer recruitment." (Refer to Overstone Park School safer recruitment policy).

For a staff member about whose concerns have been raised regarding inappropriate behaviour or child protection, the school will furnish all relevant information in references.

Cases in which an allegation has been judged to be unfounded, unsubstantiated, false, or malicious will not be used in employer references.

Furthermore, excluded from a reference will be a history of recurrent worries or accusations that have all been proven to be false, malicious, etc.

The school promotes a continuous culture of vigilance and addresses safeguarding duties throughout staff meetings as part of its open safeguarding ethos.

The school has an open safeguarding ethos addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance.

All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. Part 1 of KCSIE 2023 and all other statutory policies will be read and discussed with new staff. A list of policies is contained within the induction booklet. Staff must sign the induction booklet once the induction is complete.

All staff have an induction before starting at the school. This includes training and the reading of the safeguarding policy and statutory guidance. Safeguarding updates are shared with all staff on a regular basis.

Every new employee and volunteer receive safeguarding orientation and is trained on the adult working with children code of conduct.

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

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

The Northamptonshire Safeguarding Children Partnership Procedures contain the interagency processes, protocols and expectations for safeguarding children. Available at <http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools>.

The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.

It is important that all parties act swiftly and avoid delays.

Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, northamptonshirescb.org.uk/young-people/what-is-abuse/who-can-help particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in their own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required.

An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

Important external safeguarding contacts

You can e-mail your query to LADOConsultations@nctrust.co.uk and a Designated Officer will get back to you as soon as they are able to.

You can contact the Designated Officer for North Northamptonshire Sheila Kempster on 07831 123193 or for West Northamptonshire, Andy Smith on 07850 85430 Please contact LADO on Monday to Friday between 2pm to 5pm

If you are unable to get through, please leave a message and they will get back to you as soon as they can. Alternatively, you can leave a message via voicemail on 01604 362993.

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

- 1) Northamptonshire Safeguarding Children Partnership Procedures contain the interagency processes, protocols and expectations for safeguarding children. Available on <http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools>.

Call First Response on 0300 126 1000 (line open between 8.30am and 5.00pm Monday to Thursday and 8.30am and 4.30pm on Fridays). In an emergency, outside office hours, please call 01604 626938.

You can also email: mash@nctrust.co.uk

IMPORTANT: If you are in immediate danger, ring 999

- 1) The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is vitally important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed.

Any adult, whatever their role, can take action in their own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child.

This is appropriate where it is thought a child may be in need in some way and require assessment to see whether additional support and services are required.

An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected unless there is reason for this not being in the child's interest.

However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

Individual Staff/Volunteers/Other Adults main procedural steps

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine or photograph children, or promise confidentiality.

Children making disclosures should be reassured and if possible, at this stage should be informed what action will be taken next. It is important that the child feels listened to and supported.

As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

If the concern involves the conduct of a member of staff or volunteer, a visitor, a governing body, a trainee or another young person or child, the Principal and DSL must be informed.

If the allegation is about the Principal the information should be passed to the Chair of of the governing body and the DSL.

If there is a conflict of interest in reporting a concern to the Principal, this concern should be reported directly to the LADO.

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

Designated Safeguarding Lead – main procedural steps

Begin an individual case record for each child involved which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer). Include a chronology of case activity.

Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals' consultation line.

Share information confidentially with those who need to know.

Where an incident involves a minor injury which is alleged to have been caused by a member of staff or volunteer e.g. bruising, scratch etc refer to the Children's Duty team and or the Police to ensure appropriate medical records can be taken.

Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty Team should be contacted by phone. Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online Mash referral form.

If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Northamptonshire LA Guidance).

If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that nonaccidental injury is suspected. Parents must be informed that the child has been taken to hospital in a reasonable time frame unless this will harm the child.

Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility.

If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g., a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCEDURE FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING THE HEAD) AND VOLUNTEERS AND CONTRACTORS.

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working 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.

There is also a school “Low-level concerns Policy” which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.
Relevant documents:

“Keeping children safe in education 2023”: Statutory guidance for schools and colleges” (part 4: Allegations made against/concerns.

[Disclosure raised in relation to teachers, including supply teachers, other staff, volunteers and contractors\).](#)

Individual Staff/Volunteers/Other Adults who receive the allegation:

Write and sign a dated and timed note of what has been disclosed or noticed, said or done.

Report this immediately to the Principal and DSL. If there is a conflict of interest in reporting a concern to the principal, this concern should be reported directly to the LADO.

Pass on the written record.

If the allegation concerns the conduct of the Principal, report immediately to the Chair of the governing body. Pass on the written record. (If there is difficulty reporting to the Chair of the governing body contact the (LADO).

Before taking further action, notify and seek advice from the (LADO), Safeguarding Unit on the same day.

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

Report to First Response Children’s Duty if the (LADO) so advises or if circumstances require a referral concerning a child.

Ongoing involvement in cases:

Liaison with the (LADO).

Co-operation with the investigating agency’s enquiries as appropriate.

Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.

Whistleblowing

Overstone Park School creates an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding provision and know that such concerns will be taken seriously by the senior leadership team. (Refer to the whistleblowing policy) The school has appropriate whistleblowing procedures in place for such concerns to be raised with the school Designated Safeguarding Lead and the senior management team.

In the event that a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

general guidance on whistleblowing can be found via: Whistleblowing for employees.
the NSPCC Whistleblowing Advice Line is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school:

Staff can call 0800 028 0285 and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is:

help@nspcc.org.uk

APPENDIX 3 Overstone Park School Low-level Concerns Policy

Purpose

This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the “Guidance for safer working practice for those working with children and young people in education settings” February 2022 and Keeping Children Safe in Education September 2023 are lived, monitored and reinforced.

The policy should be read in conjunction with the current statutory guidance “ Keeping Children Safe in Education” 2023 Part 4, Section 2.

This policy applies to all staff and other individuals who work or volunteer in school.

Definition of a low-level concern

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

Inconsistency with the Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

Being over friendly with children

Having favourites.

Taking photographs of children on their mobile phones contrary to school policy.

Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating pupils.

Reporting low-level concerns.

Where a low-level concern has been identified this will be reported as soon as possible to the Designated Safeguarding Lead. However, it is never too late to share a low-level concern if this has not already happened.

Where the Designated Safeguarding Lead is not available, the information will be reported to the Safeguarding Co-Ordinator i.e. the Senior Deputy Designated Safeguarding Lead.

Low-level concerns about the Designated Safeguarding Lead will be reported to the Principal and those about the Principal will be reported to the Chair of the governing body.

Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the Principal of the details in a timely fashion according to the nature of each particular low-level concern.

The principal should be the ultimate decision maker in respect of all low-level concerns. In the majority of cases the Head will consult with the DSL and take a collaborative decision-making approach.

Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Recording concerns

A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward. The record should include details of the concern, the context in which the concern arose, and action taken.

If the individual wishes to remain anonymous then that will be respected as far as reasonably possible

Where concerns are reported verbally to the DSL a record of the conversation will be made by the DSL which will be signed, timed, and dated.

Responding to low-level concerns.

Where a low-level concern has been raised this will be taken seriously and dealt with promptly.

The DSL will: Speak to the person reporting the concern to gather all the relevant information.

Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).

Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.

If the concern has been raised via a third party, the DSL will collect as much evidence as possible by speaking directly to the person who raised the concern, unless it has been raised anonymously. The DSL will speak to the individual involved and any witnesses.

The information reported and gathered will then be reviewed to determine whether the behaviour.

If the behaviour is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (Feb 2022): no further action will be required.

If it constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g., either via the Capability Policy or Disciplinary Policy.

If it is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the School’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.

When considered with any other low-level concerns that have previously been raised about the same individual, could be reclassified as an allegation and referred to the LADO or Police: a referral may be made to the LADO and advice taken from HR. In this case the School’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed in line with KCSIE part 4.

Records will be made of, i) all internal conversations including any relevant witnesses, ii) all external conversations e.g., with the LADO iii) the decision and the rationale for it, iv) any action taken.

The following guidance will be used to support the decision making:

Allegation Behaviour which indicates that an adult who works with children has behaved in a way that has harmed a child, or may have harmed a child; and/or

possibly committed a criminal offence against or related to a child; and/or

behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low level Concern Does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt – 'that an adult may have acted in a way that: is inconsistent with an organisation's Staff Code of Conduct, including inappropriate conduct outside of work, and does not meet the allegation threshold or is otherwise not serious enough to consider a referral to the LADO -but may merit consulting with and seeking advice from the LADO, and on a no-names basis if necessary.

Appropriate Conduct Behaviour which is entirely consistent with the organisation's staff code of conduct, and the law.

Farrer& Co Sept 2021 Developing and implementing a low-level concerns policy: a guide for organisations which work with children. Appendix C Diag 1 spectrum of behaviour.

The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. Where a fair disciplinary investigation is needed or where a later criminal investigation is required.

Self reporting

It may be the case that a person finds themselves in a situation which could be misinterpreted or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the "Guidance for safer working practice".

In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

Where behaviour is consistent with the "Guidance for safer working practice", feedback will be given to both parties to explain why the behaviour was consistent with the "Guidance for safer working practice"

The low-level concerns records will be reviewed by the Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, the Principal and whenever a new low-level concern is added so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required.

A record of these reviews will be retained. Consideration will also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate, policies could be revised, or extra training delivered to minimise the risk of it happening again.

References

Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

The Principal will regularly inform the governing body about the implementation of the Low-level concerns Policy including any evidence of its effectiveness e.g., with relevant data. The Safeguarding governing body will also review an anonymised sample to ensure that these concerns have been addressed.

Appendix 4

Process for dealing with Child-on-child abuse.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

If a child speaks to a member of staff about child-on-child abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding and support and must be non-judgmental.

If a pupil is in immediate danger, or at risk of significant harm, a referral to Children's Social Care (if the pupil is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

How Overstone Park School responds to concerns or allegations of Child-on Child abuse?

The Designated Safeguarding Lead will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The DSL will always use their professional judgement to:

- (a) assess the nature and seriousness of the alleged behaviour and
- (b) determine whether it is appropriate for the alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may consult with children's social care and/or any other external agencies on a no-names basis.

Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact the Northamptonshire Safeguarding MASH team immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with the MASH team and agree on a course of action, which may include:

- A. Manage internally with help from external specialists where appropriate and possible.
- B. Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include family and parenting programmes, responses to emerging thematic concerns in extra familial contexts, a specialist harmful sexual behaviour team, CAMHS and/or youth offending services.
- C. Refer child/children to children's social care for a section 17 and/or 47 statutory Assessment.
- D. Report alleged criminal behaviour to the Police and refer to "when to call the police guidance" from the NPCC. (Alleged criminal behaviour will ordinarily be reported to the Police) However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case-by-case basis, and in light of the wider context.

Individual risk assessment

Where there is an incident of Child-on-Child abuse, Overstone Park School will carry out robust risk assessment in respect of each child affected by the abuse. These risk assessments will:

Assess and address the nature and level of risks that are posed and/or faced by the children involved.

Engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term.

Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child.

Be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.

If at any stage the child's needs escalate, the DSL should contact Northamptonshire Safeguarding MASH team to determine the appropriate course of action.

Disciplinary action

Overstone Park School will consider whether disciplinary action may be appropriate for any child/children involved in any such action should address the abuse, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate including:

- to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour.
- to demonstrate to the child/children and others that child-on-child abuse can never be tolerated.
- to ensure the safety and wellbeing of other children.

However, these considerations will be balanced against the child's/children's own potential unmet needs and any safeguarding concerns.

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required.

Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in school.

Disciplinary interventions alone are rarely able to solve issues of Child-on-Child abuse, and the school will always consider the wider actions that may need to be taken and any lessons that may need to be learnt going forward.

On-going proactive work to a contextual whole-school approach.

Overstone Park School's response to concerns/allegations of Child-on-Child abuse should be part of ongoing proactive work by the school to embed best practice and take a contextual whole school approach to such abuse.

As such the school's response can become part of its wider prevention work. This response may include the school asking itself a series of questions about the context in which an incident of Child-on-Child abuse occurred in the school and the wider physical and online environment - such as:

What protective factors and influences exist within Overstone Park School (such as positive peer influences, examples where Child-on-Child abuse has been challenged etc.) and how can the school improve these?

How (if at all) the school's physical environment contributes to the abuse, and how can the school address this going forwards, for example by improving the School's safety, security and supervision?

Did wider gender norms, equality issues and/or societal attitudes contribute to the abuse?

What was the relationship between the abuse and the cultural norms between staff and pupils, and how can this be addressed going forwards?

Does the abuse indicate a need for staff training on, for example, underlying attitudes, a particular issue or the handling of particular types of abuse?

How have similar cases been managed in the past and what effect has this had?

Does the case or any identified trends highlight areas for development in the way in which the school works with children to raise their awareness of and/or prevent Child-on-Child abuse, including by way of the School's PSHE curriculum and lessons that address underlying attitudes or behaviour such as gender and equalities work?

Are there any lessons to be learnt about the way in which the school engages with parents to address Child-on-Child abuse.

Are there underlying issues that affect other schools in the area, or other independent schools generally, and is there a need for a multi-agency response?

Does this case highlight a need to work with certain children to build their confidence and teach them how to identify and manage abusive behaviour?

Were there opportunities to intervene earlier or differently and/or to address common themes amongst the behaviour of other children in the school?

Answers to these questions can be developed into an action plan that is reviewed on a regular basis by School leadership team and the principal.

[Child-on-child sexual violence and sexual harassment](#)

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

Sexual violence and sexual harassment can occur between two or more children of any age and sex.

It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

Overstone Park School adopts a zero-tolerance approach to sexual violence and sexual harassment. Any report of child-on-child sexual violence or sexual harassment will be taken seriously, and a victim of such behaviour can be reassured that they will be supported and kept safe.

As a School we recognise that it is never acceptable, and it will not be tolerated. It will never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys. The school recognises, acknowledges, and understands the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

We will challenge any form of Sexual harassment which can include:

Physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names. sexual “jokes” or taunting.

Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes, coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexual violence

Overstone Park School is aware of sexual violence and the fact children can, and sometimes do, abuse other children in this way and that it can happen both inside and outside of school. Sexual violence is defined under the Sexual Offences Act 2003, such as:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person

(A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

(NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without consent:

A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Responding to reports of sexual violence and sexual harassment.

Pupils are encouraged to use a trusted adult which could be their HM, tutor, matron, link nurse or any member of staff to report any act of sexual harassment or violence. They may also report anonymously online using whisper.

Their concerns will always be treated seriously.

Decisions are made on a case-by-case basis, with the Designated Safeguarding Lead (or a Deputy) taking a leading role and using their professional judgement, supported by other agencies, such as local authority children’s social care and the police as required.

Where a crime has been committed, the Police will always be involved to support the school in supporting all the pupils involved. Their stated aim is to help educate young people, not criminalise them.

Risk assessment.

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a Deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence will consider:

The victim, especially their protection and support.

Whether there may have been other victims.

The alleged perpetrator(s).

All the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and the time and location of the incident, and any action required to make the location safer. Risk assessments will be recorded (paper or electronic) and kept under review.

APPENDIX 5

Looked After Children

Overstone Park School recognises that looked after children or previously looked after children 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).

APPENDIX 6

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:

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.

APPENDIX 7

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the Police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM.

The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016.

Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g., there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

APPENDIX 8

Indicators of abuse and neglect

Abuse, neglect 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, 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 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.

APPENDIX 9

E-Safety (Digital Resilience) Policy Overview

Overstone Park School recognises that e-safety is a safeguarding and child protection matter. The School, Governing body (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:

Content: being exposed to illegal, inappropriate, or harmful content, for example:

pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users; for example:

peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example:

making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The policy applies to all School pupils, staff, 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.

The policy covers:

Anyone logging into any network, service, website or portal associated with Overstone Park School.
Connecting a device via the Overstone Park School network.

Any electronic communication with an Overstone Park School pupil, member of staff or contractor from any geographic location both on site and off site.

The school encourages pupils to use new technologies for their important educational and social benefits. This policy aims to balance the desirability of fully exploiting this potential with providing safeguards against risks and unacceptable materials and activities.

Our approach is to implement safeguards within the school and to support staff and pupils to identify and manage risks independently. We believe this can be achieved through a combination of security measures, training and guidance, and the implementation of our associated policies.

This policy covers both technologies provided by the school and those owned by pupils and staff but brought onto school premises. Although pupils may be trusted by their parents with regard to private internet use, the school has a legal obligation to safeguard all pupils.

The internet provides a range of social media tools that allow users to interact with one another, share news and events and build communities around shared mutual interests.

While recognising the benefits of social networks, this policy sets out the principles that pupils, staff and the wider school community are expected to follow when using social media and the internet.

E-safety and safeguarding issues are dealt with by the Safeguarding Team, in line with the School's Child Protection Policy. In furtherance of our duty to safeguard pupils and protect them from the risk posed by extremism and radicalisation, we will do all that we can to make our pupils and staff stay safe online and to satisfy our wider duty of care.

Concerns regarding cyber-bullying can be reported to any member of staff, then, in accordance with the School's Policy to Counter Bullying, this should be reported to the pupil's HM who will then consult with the Deputy DSL or a member of the DSL team as appropriate. The concerns will then be dealt with in line with the Child Protection and Rewards and Sanctions policy accordingly.

Our Aims:

Pupils are keen to grasp the opportunities offered by new technology and the availability, portability, miniaturisation and sophistication of electronic devices. However, there are associated risks which include the following: exposure to inappropriate material, physical danger, cyber-bullying, radicalisation, legal and commercial issues, gambling and addictive behaviour.

Overstone Park School seeks to promote a culture of digital resilience. This helps individuals recognise and manage the risks they come across when they socialise, explore or work online.

We educate our pupils, parents and staff about how to behave responsibly and protect themselves online.

The school aims to protect and safeguard pupils in their use of technology by:

Ensuring that all pupils are IT literate and can use the facilities so that their education provision is enhanced to the maximum. Raising awareness and countering instances of cyber-bullying.

Cyber-bullying is when the Internet, mobile phones or other devices are used to send or post text or images intended to hurt or embarrass another person. It may also include threats, sexual remarks, pejorative labels (i.e. hate speech), ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact aimed at humiliation.

Raising awareness and building resilience to radicalisation, through PSHE sessions and communication with parents, in combination with filtered internet access.

Enabling appropriate and careful use of social networking sites or personal web pages.

Responsibilities

The reporting responsibilities for e-safety follow the same lines of responsibility as safeguarding.

All Staff:

Are responsible for ensuring the safety of all pupils.

Must report any concerns or disclosures to a DSL or the Senior Deputy as appropriate in a timely fashion.

Must never offer assurance of confidentiality.

Must keep to the terms and conditions of the ICT Acceptable Use Policy at all times

Must attend staff training on e-safety.

Must actively promote good e-safety practice.

Must communicate with pupils professionally and in line with the Staff Code of Conduct.

All Pupils:

Must keep to the terms and conditions of the ICT Acceptable Use Policy at all times.

Must receive appropriate e-safety guidance as part of their programme of study.

Should inform a member of staff if they are worried or concerned an e-safety incident has taken place involving them or another member of the school community.

Pupils must act safely and responsibly at all times when using the internet and/or mobile technologies.

The DSL:

The Designated Safeguarding Lead has responsibility for understanding the filtering and monitoring systems and processes in place. At Overstone Park school we use Fortigate to support filtering and monitoring of internet use.

Must refer to appropriate additional support from external agencies.

Must call e-safety meetings when required.

Must ensure the delivery of staff training using their own expertise or calling on appropriate providers.

Must record e-safety safeguarding incidents.

Must report any developments in patterns and concerns to the SLT. Must liaise with the local authority and external agencies to promote e-safety within the school community.

IT Department:

Must ensure the School's IT infrastructure is secure and meets best practice recommendations.

Must ensure IT security incidents are recorded, reported, investigated and resolved within a reasonable timescale. Must report any e-safety concerns or disclosures immediately to a DSL.

Procedures and Practices

The school provides every pupil with internet access and access to the school network. The following measures are in place to protect the safety and interests of all pupils and staff and inhibit abuses:

The Use of Technology - pupils are not required to have mobile phones in school and should use them only in accordance with the School's Mobile Phone Policy, during the day. Students have access to school computers and are permitted to bring their own laptop devices. Visitors to the site may be given a time-limited code, providing access to a restricted WiFi network, where necessary. All visitors are subject to the terms of the Visitors Policy.

ICT & Mobile Phone Acceptable Use Policies for Staff and Pupils

These protect all parties by clearly stating what is acceptable and what is not, with regard to the use of technology in the classroom and beyond.

Keeping the School Network Safe

All users have their own private username and password and are advised not to be careless or negligent with their passwords.

All network activity is logged.

Pupils must not attempt to bypass the school's network or system security by installing or configuring VPN, proxies, web anonymisers or any other solution designed to bypass web filtering and/or provide anonymous access to the internet.

The IT department monitors email traffic and blocks SPAM and certain attachments. The school has strong anti-virus protection on its network which is operated by the IT department.

Staff Training - Staff are trained, as part of their professional development, in online safety and safeguarding matters such as the Prevent Duty.

Web Filtering

Filter includes the ability to generate instant alerts for blocked content, the DSL and the IT team configure filtering settings to allow for different alert levels for vulnerable users to scan documents, emails, chats, images, and videos for inappropriate content. Students trying to access unsuitable material will be blocked, an alert generated and the activity logged against the student. The DSL and their team will then investigate via the reporting system.

Web Monitoring

The school exercises the right to monitor the use of computer systems including monitoring of internet use, interception of emails and the deletion of inappropriate materials at all times.

The system monitors search, web browsing, and web based social media, email, documents, drives, messaging, in Google and Microsoft environments.

Using AI, the system identifies and categorises harmful activity. The system generates real time alerts which are sent to the DSL team. Where an alert indicates a significant and immediate concern, an email is sent to the DSL team and a member of SLT allowing them to respond.

Management of Data

The personal data of staff, students and parents is held and processed by the school, in accordance with statutory requirements and in line with the School's Data Protection Policy.

The school reserves the right to request to see the contents of any removable device that is, or is suspected to have been, connected to the School's network.

Parental Engagement - The School gives guidance to parents/carers covering online safety and digital resilience. The purpose of these sessions is to create a shared understanding between staff, pupils and parents with regard to e-safety issues. Emails are sent to parents and guardians highlighting key issues in cyberbullying, e-safety and the use of social media.

Overstone Park Expectations of Pupils and Parents outside of the school

Overstone Park School expects the use of technology by its students, even when at home, to comply with the school's ethos and to honour the agreement permitting the use of ICT at school.

Material downloaded in the home, posted on the internet using a home computer or transmitted to a mobile phone when a pupil is not at school, can impact significantly upon the lives of pupils and other members of the school community.

Pupils should be aware that computer/mobile phone, emails and social network sites may be scrutinised for the purposes of safeguarding or promoting a child's welfare or maintaining and promoting the wellbeing of the school community as a whole.

Behaviour and Sanctions

Where conduct is found to be unacceptable, the school will deal with the matter internally and refer to relevant policies, for example the behaviour policy.

Where conduct is considered illegal, the school will report the matter to the police.

Safeguarding and Remote education:

Guidance to support schools and colleges understand how to help keep pupils, students and staff safe whilst learning remotely can be found at Safeguarding and remote education - GOV.UK (www.gov.uk) and providing remote education: guidance for schools - GOV.UK (www.gov.uk). The NSPCC also provides helpful advice - Undertaking remote teaching safely.

Overstone Park is in regular contact with parents and carers.

We use communication to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school who (if anybody) their child is going to be interacting with online. (Refer to remote education policy)

Monitoring and Review

The working of this Policy will be monitored locally by the Designated Safeguarding Lead in the School who will report as required to the Principal.

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

This policy was written by:
Principal Mrs Marion Brown
Designated Safeguarding Lead Mrs Dawn York
Deputy Safeguarding Lead Miss Ashleigh West
Deputy Designated Lead Ms Julieanne Sinnamon

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