

Safeguarding and Child Protection Policy			
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Lead officer	Assistant Head for Safeguarding	Review date	August 2026
Contact	Grace Kent	Effective date	September 2023

Policy Overview

At Great Oaks School, a secondary Special Educational Needs (SEN) school, the safeguarding and protection of children is our top priority. This policy is designed to ensure that all children are protected from harm, supported in their well-being, and given the best opportunities to thrive, both inside and outside of school. Great Oaks School will review this policy annually, in line with DfE, Southampton Safeguarding Children's Partnership (SSCP), Southampton City Council, and other relevant guidance. It will also be updated mid-year if key changes occur in national safeguarding policy or procedures.

This policy should be read alongside *Keeping Children Safe in Education (KCSiE 2025)*, *Working Together to Safeguard Children 2023*, *Working Together to Improve School Attendance*, *Southampton City Council Guidance on Retention and Transfer of Child Protection Records (2019)*, and other relevant school policies.

RSHE guidance and gender questioning guidance remain in process of publication and due to come into force in September 2026; in the interim reference the Equality Human Rights Commission guidance.

Safeguarding Definition

As per *KCSiE 2025* and *Working Together 2023*, safeguarding is the action we take to promote the welfare of children and protect them from harm. For Great Oaks, this means:

- Providing timely support as soon as concerns arise
- Protecting children from maltreatment, including online threats
- Preventing harm to children's mental and physical health or development
- Ensuring children are raised in environments that provide safe and effective care
- Taking action to enable all children to achieve the best possible outcomes

Safeguarding is especially crucial for children with additional needs, and we are committed to supporting their unique vulnerabilities, such as mental health concerns, risks of exploitation, and the impact of challenging family circumstances.

Our Approach

We will ensure that all staff, volunteers, and governors adhere to the statutory guidance outlined in *KCSiE 2025* and *Working Together 2023*. Safeguarding practices will be implemented consistently for all students, from the point of early intervention through to ongoing support. This extends to students up to the age of 18. *Please refer to our Safeguarding Adults at risk for Great Oaks College students.*

In line with statutory requirements, we will ensure:

- ✓ Early identification of children at risk
- ✓ Proactive safeguarding strategies to reduce the risk of harm
- ✓ Clear reporting procedures for any concerns
- ✓ Regular training for staff to keep them updated on safeguarding matters
- ✓ Coordination with external agencies to support vulnerable children effectively

Key Principles of Safeguarding

- ✓ Protection from Harm: Preventing both online and offline harm through proactive and preventative measures.
- ✓ Mental Health Support: Addressing mental health concerns early to prevent impairment to a child's development.
- ✓ Safe and Effective Care: Ensuring that children grow up in environments where they are safe, supported, and cared for.
- ✓ Promoting Best Outcomes: Taking steps to support the academic and personal development of all children, with a focus on outcomes that ensure their well-being and success.

Commitment to All Children

Great Oaks is committed to providing a nurturing and secure environment where children with special educational needs are given the tools and support to succeed. This policy applies to all students and covers all aspects of safeguarding, from prevention and early intervention to responding to concerns.

The Child's Voice

At Great Oaks, the child's voice is central to our safeguarding practice. When a safeguarding concern arises, the DSLs ensure that the child's wishes and feelings are considered in decisions regarding actions and support services. We empower children to express their views and provide feedback through tailored pathways suited to their age, development, and ability.

All decisions must prioritize the child's best interests. While we value confidentiality, safeguarding concerns cannot remain confidential. All adults are responsible for promptly recording and acting on any concerns. This may include referrals to external agencies, which will always be communicated to the child in a way that is appropriate for their developmental level.

Our safeguarding pathways are designed to ensure that children are supported in a manner that respects their voice while safeguarding their well-being.

Definitions and Key Terms

- **Must and Should:** "Must" refers to legal requirements, while "should" is advice that should be followed unless there's a valid reason not to. (KCSiE 2025).
- **Staff:** Includes everyone working for or on behalf of Great Oaks School, whether paid or voluntary, full-time or part-time, including governors, parents, and external organisations using the school's facilities when learners are present.
- **Child:** Refers to anyone under 18. This includes our students as well as visiting children from other establishments.
- **Parent:** Encompasses birth parents and anyone in a caregiving role, such as adoptive parents, foster carers, and step-parents.
- **Designated Safeguarding Lead (DSL):** The DSL is responsible for supporting staff with safeguarding concerns and ensuring they know how to report these. The Deputy DSLs are also available for support.
- **Abuse:** Any form of maltreatment, including harm inflicted directly or through neglect. It can occur in the home, community, or online, and can be caused by adults or other children. Abuse also includes children witnessing harm, such as domestic abuse.
- **Physical Abuse:** Involves harm through actions like hitting, shaking, poisoning, or burning. It also includes situations where illness is fabricated or induced in a child.
- **Emotional Abuse:** Persistent emotional mistreatment that harms a child's emotional development, such as belittling, silencing, bullying, or unreasonable expectations. Emotional abuse can overlap with other forms of abuse.
- **Sexual Abuse:** Involves coercing or enticing a child into sexual activities, with or without physical contact. This can include online abuse and is not exclusive to adult perpetrators—children can also commit sexual abuse.
- **Neglect:** The ongoing failure to meet a child's basic needs, whether physical (e.g., food, shelter) or emotional (e.g., care, supervision), resulting in serious harm to the child's health or development. Neglect can also be educational or medical in nature.
- **Exploitation:** Child sexual exploitation (CSE) is a form of sexual abuse where an individual or group manipulates or coerces a child under 18 into sexual activity. This can be in exchange for something the child wants or needs or for the perpetrator's gain. CSE may not involve physical contact and can occur online, even if the activity appears consensual.

- **Educational Neglect:** Refers to a failure by a parent or caregiver to ensure a child of school age is either enrolled in school or provided with appropriate home schooling or special educational support. For further guidance, refer to *Southampton City Council's Educational Neglect Practitioner Guidance* (September 2019).
- **The Trigger Trio:** This term highlights the common co-occurrence of domestic violence, mental ill-health, and substance misuse in families where harm to children is present. These issues significantly increase the risk of harm to children. Ofsted's 2011 review found that in 75% of Serious Case Reviews, two or more of these issues were involved.
- **Harmful Practices:** Previously known as honor-based violence, harmful practices include actions like Female Genital Mutilation (FGM), Forced Marriage, and other cultural practices that cause harm to children and young people.
- **Adverse Childhood Experiences (ACEs):** Traumatic events experienced before the age of 18, which can have long-term emotional, mental, and physical health impacts.
- **Child Protection (CP):** Refers to situations where concerns about a child's welfare require a referral to Children's Services or the Police for Section 17 or 47 (Children Act 1989) assessments. This is done to assess the need for protection or to implement a Child Protection Plan or Child in Need Plan.
- **Hirer:** Refers to any third party that rents or uses the school's facilities, such as the hall, hydrotherapy pool, or classrooms.
- **Misinformation:** false or inaccurate information shared without intent to deceive.
- **Disinformation:** deliberately created and shared false information intended to mislead, manipulate, or cause harm.
- **Conspiracy Theories:** Unfounded explanations or beliefs that attribute events or situations to secret plots, often spread online. These can expose children to harmful or extremist views.
- **Victim:** a child who has experienced harm, abuse, or exploitation.
- **Alleged perpetrator:** a child or adult who is said to have caused harm. Staff should remain mindful of children's preferences in the language used.
- **Autism:** In line with the SEND Code of Practice and KCSIE 2025, the term *Autism* is used (rather than "Autism Spectrum Disorder"). Autism is a lifelong developmental difference affecting how a person communicates, relates to others, and experiences the world.

This policy follows *Southampton City Council's safeguarding procedures* and statutory guidance including *KCSiE 2025* and *Working Together 2023*. For further information, please consult *Southampton City Council's Child Protection Procedures*.

Application of Safeguarding at Great Oaks School

Responsible Persons

- DSL: Grace Kent, Assistant Headteacher for Safeguarding

- Deputy DSLs:
 - Andy Evans, Executive Headteacher
 - Geraldine Lindsay, Headteacher
 - Tony Parkes, Deputy Headteacher
 - Andy Vivian, Director of Teaching and Learning
 - Lynne Mckeown, Director of Pastoral and Personalised Learning
 - Kate Henty, Assistant Headteacher for Post-16
 - Pathway Managers: Tracey Harris, Natalie Woodhouse, Rory King, Ilda Ourique, Sarah Hogg, Sarah Morrish
 - Jo Goodrich – Welfare Officer

We recognise that no one person or organisation holds all the information about a child. Our DSLs work collaboratively with external agencies to address safeguarding concerns, reduce risks, and refer for additional support when necessary.

What Staff Should Do if They Are Concerned About a Child

At Great Oaks, all staff know who the Designated Safeguarding Leads (DSLs) are and how to contact them.

If a staff member has concerns about a child, they must record their concerns clearly, noting what they are worried about and why. It's crucial not to assume the DSL will automatically see the concern – staff should ensure the DSL is aware by directly alerting them.

Delaying the reporting of concerns can put a child at risk. Staff must share any information promptly with the DSL, especially if there is an immediate concern or a potential need for referral. Even seemingly small pieces of information are valuable – it's often the combination of these details that provides a clearer picture of a child's situation.

Posters with contact details for DSLs are displayed throughout the school to make this process easier for all staff.

Please refer to *KCSiE 2025, Page 17* for clear actions to take when there are concerns about a child. The priority is always to act swiftly and ensure the child's safety.

Aims

- a) **Whole-School Responsibility:** Safeguarding is everyone's responsibility, not just the Designated Safeguarding Leads (DSLs). All adults in our school community must be committed to safeguarding children.
- b) **Safe and Respectful Environment:** Ensure all children feel safe, secure, respected, and free from harassment. Children should feel confident to approach adults with concerns, knowing that their welfare is our priority.

- c) **Restorative and Trauma-Informed Approach:** We recognise that trauma can manifest as challenging behaviour and will use restorative and trauma-informed models to guide communication and support.
- d) **Effective PSHE:** Provide an age-appropriate Personal, Social, Health, and Economic Education (PSHE) curriculum to help children communicate their needs to caregivers.
- e) **Compliance with Statutory Guidance:** Ensure our schools adhere to statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2020).
- f) **Raising Awareness:** Educate all staff, volunteers, and visitors on their responsibilities to safeguard children, and the need to report suspected abuse.
- g) **Clear Procedures:** Implement clear procedures for identifying and reporting concerns about abuse, ensuring everyone in the school community knows their role.
- h) **Recording Concerns:** Record all concerns, no matter how small, to help build a broader understanding of a child's situation and identify potential risks like neglect or exploitation.
- i) **Monitoring at-Risk Children:** Monitor and assess children who may be at risk of harm. Collaborate with multi-agency partners to provide timely support and Early Help.
- j) **Early Intervention Guidance:** Be alert to signs that may require early intervention, such as frequent absence, behavioural challenges, or parental incarceration.
- k) **Multi-Agency Collaboration:** Ensure timely participation in multi-agency meetings, sharing relevant information to ensure effective transitions for children.
- l) **Collaboration with Partners:** Work proactively with partners (e.g., other schools, GPs) to share safeguarding concerns and act quickly, always putting the child's best interests first.
- m) **Referral to Family Help:** Refer children to Family Help when appropriate, to provide support before the need for Children's Social Care services arises.
- n) **Suitability Checks for Staff:** Ensure all adults working with children have been appropriately vetted, and maintain records of their suitability.
- o) **Supervision and Training:** Provide adequate supervision for visitors, and ensure all adults leading activities or trips are trained in safeguarding. Governors will also receive training in line with national guidelines.
- p) **Safeguarding for Offsite Learning:** Ensure safeguarding arrangements are in place for children participating in remote learning, work placements, or offsite education.
- q) **Transfer of Records:** Ensure the safe transfer of child protection, welfare, and learning records when children move settings, in line with *Southampton City Council Guidance*.
- r) **Safe Learning Environment:** Create a safe space where learners can thrive, with confidence that any issues raised will be taken seriously and addressed promptly.

By adhering to these principles, we ensure that safeguarding is embedded in all aspects of school life, promoting the well-being and safety of every child.

Principles of Safeguarding at Great Oaks School

All agencies working with children and families must take reasonable steps to minimise risks to children's welfare. When concerns arise, agencies must act promptly, following local policies and collaborating with other agencies.

This applies to all children up to the age of 18. If there are concerns involving shared families, DSLs from different schools will hold a "safeguarding discussion." Ensuring children's welfare is everyone's responsibility, including knowing how to refer to Early Help.

The protection of children is our highest priority. Children must feel secure to learn effectively. All children, regardless of background, have a right to be protected from harm.

All staff play a key role in preventing harm and are responsible for acting on any suspicion or disclosure of potential abuse.

We value partnership working with other agencies, which helps protect children and reduce risks. We will actively engage with partners throughout the child protection process.

While we aim to work openly with parents, we reserve the right to contact MASH, Southampton Safeguarding Children's Partnership (SSCP), or the Police without notifying parents if it's in the child's best interest. Consent will be sought unless it is not in the child's best interest to do so. These actions will be clearly documented.

Safeguarding processes are designed to minimize harm. If gaps or new guidance emerge, we will urgently review our procedures. This may lead to policy updates or practice changes, with input from the Local Authority or other agencies as necessary.

Changes to national guidance or learning from practice reviews will be incorporated into policies, with addendums made through the governing body.

Specialist areas, such as Health and Safety, are managed by designated leads at each school. The Trust's Health and Safety Committee, led by Jon Hickey, Chief Operations Officer, oversees health and safety matters. All health and safety policies are available on the Trust website.

Learners are encouraged to express concerns to any staff member, and staff will take them seriously, sharing relevant information with the safeguarding lead. We also provide students with information about external support organizations appropriate to their age and needs.

Our PSHE programme addresses safeguarding issues relevant to the local and national context, ensuring that learners understand how to safeguard themselves and others, both online and offline. This includes the statutory guidance on Relationships Education, Relationships and Sex Education (RSE), and Health Education (2020), integrated appropriately into the curriculum.

Multi-Agency Working

At Great Oaks, we play a key role in multi-agency safeguarding arrangements, ensuring that we work in line with statutory guidance, such as *Working Together to Safeguard Children 2023*. Our trustees and governors are committed to supporting multi-agency collaboration to safeguard and promote the welfare of children.

Locally, the three safeguarding partners—the Local Authority, Clinical Commissioning Group (CCG), and Chief Officer of Police—have established arrangements to work with relevant agencies to safeguard children, respond to their needs, and promote their welfare. As part of these arrangements, our schools are named as relevant institutions, meaning we must fully engage in safeguarding efforts.

It is crucial that our school understands its role within these local safeguarding arrangements. Our governors and Senior Leadership Team (SLT), especially the Designated Safeguarding Lead (DSL), are responsible for staying informed and following these arrangements closely. We are required by law to cooperate with the safeguarding partners and their published arrangements, ensuring that our policies reflect local protocols for assessment and action.

Our schools actively collaborate with Children’s Social Care, police, health services, and other agencies to protect children from harm and promote their well-being. This includes providing Early intervention when additional needs are identified and contributing to inter-agency plans for children on child protection plans.

We are committed to supporting assessments as needed, including Section 17 and Section 47 (Children Act 1989) assessments, and ensuring that information is shared appropriately with relevant agencies to protect and support children.

Through our continued involvement in local safeguarding arrangements, we contribute to the broader effort to safeguard children and support their development.

Information Sharing

Information sharing is crucial for identifying and addressing abuse, neglect, and exploitation. Governors must ensure clear processes are in place for sharing information within our school and with safeguarding partners, agencies, and practitioners.

Trust staff should share information early to identify and address risks to a child’s safety and welfare, whether for emerging concerns or children already known to social services. Data protection measures have been implemented to ensure proper handling of personal data, in line with KCSIE (2025), to avoid breaches.

Governors and Trustees understand that under the Data Protection Act 2018 (DPA) and GDPR, personal data must be processed lawfully and securely. Staff are trained to share or withhold personal information based on legal conditions, including the need to safeguard children. This includes sharing sensitive information without consent if it is in the child’s best interest and there is a valid safeguarding reason.

The DPA and GDPR do not prevent information sharing for safeguarding purposes. Concerns about data protection must not delay action to protect children.

When a child moves to a new school, the DSL will ensure that the Child Protection File is transferred securely and promptly, with confirmation of receipt. This file will be shared separately from the main student file and will only be accessed by relevant staff.

The DSL will also consider sharing key information in advance to support the child’s continued protection and welfare at the new school, particularly for children who have experienced abuse.

We recognise the importance of educational records, including SEND assessments, and will ensure these are transferred to support the child's ongoing development and avoid educational neglect.

Safeguarding discussions, including those between schools sharing families, are vital for understanding and responding to concerns. All discussions will be recorded for clarity and transparency.

Safeguarding Considerations

✓ **Health and Safety** - Our schools comply with the Health and Safety at Work Act 1974, ensuring that all risks are assessed and managed proportionately. The Trust's Health and Safety Policy outlines the actions we take, reviewed regularly by the Health & Safety Committee, leadership teams, and governors in line with local and national guidance.

✓ **Site Security** - We ensure secure sites with clear safety rules, including locked gates, controlled access, and sign-in procedures for visitors. Learners must be signed out/in during the school day, and arrangements for before and after-school activities are clearly followed. These security measures are reviewed regularly to maintain safety.

✓ **Physical Intervention (Use of Reasonable Force)** - Our policy on physical intervention emphasizes that it should only be used as a last resort to prevent harm. Staff are trained on appropriate physical contact, particularly with learners who require reassurance or physical support. They are also made aware of sensitivities around touch, especially with learners' age, gender, and learning difficulties.

✓ **Taking, Use, and Storage of Images** - We obtain consent from parents and staff before taking or using photos/videos of learners for school publications or displays. Images are stored securely on school-owned equipment, and we ensure compliance with Data Protection regulations. If consent is withdrawn or a learner leaves, images will be removed.

✓ **Transporting Learners** - We follow local authority transport policies for learners with special transport arrangements. For off-site trips, we ensure safety by using fully insured transport providers and following local guidelines when parents or volunteers assist with transport. We also implement safety measures for learners traveling in private cars.

✓ **Off-Site Visits/Provision Including Overnight Stays** - We conduct thorough risk assessments for off-site visits, particularly those involving adventure activities, overnight stays, or international travel. Each trip has a designated Educational Visits Coordinator (EVC) responsible for ensuring proper planning, risk management, and staff training. A first aid-trained staff member is present at all off-site activities, and all trip details are shared with participants in advance.

✓ **Behaviour, Safety, and Discipline, Including Preventing Extremism** - Our Behaviour Policy outlines expectations for managing and promoting positive behaviour. Staff receive training on trauma-informed practices and the impact of adverse childhood experiences on behaviour. We also set clear expectations for staff conduct, both on and off-site, to prevent harm to children and protect the Trust's reputation. Our Personal and Professional Conduct Policy addresses staff behaviour and outlines actions if allegations arise.

✓ **Safety in an Emergency** - Each school follows the Trust's visitor and security procedures, including lockdown and fire evacuation plans. Fire drills and emergency procedures are conducted termly, at different times of day, often unannounced, and monitored by the Headteacher and Health & Safety Committee.

✓ **Help and Support** - Visitors with safeguarding concerns are informed on how to seek support upon entering the school. Staff are encouraged to report concerning behaviours or unexplained absences, particularly for vulnerable learners, to the Headteacher or DSL, who will investigate further.

✓ **Curriculum** - Our curriculum, including PSHE, RSE, and e-safety, is designed to support safeguarding for learners of all abilities. Students will be taught to recognise abusive relationships, to report concerns, consent etc. Details of our education plans are available on the school's website. We also respond to significant local or global events as needed and encourage parent discussions to ensure the effectiveness of our safeguarding education.

Areas of concern within Safeguarding

At Great Oaks, we are committed to ensuring the safety and well-being of every child. This includes addressing a range of safeguarding concerns, such as radicalisation, exploitation, and other forms of abuse. We align with *Southampton City Council's Safeguarding Policy* and other relevant guidance to keep our students safe.

Relationships Education, RSE, and Health Education

There is updated statutory guidance expected (to be implemented by September 2026), and KCSIE now directs schools to the RSHE hub. Please refer to each school's Relationships Education, RSE, and Health Education Policy, which aligns with statutory guidance. We develop our education plans to meet the needs of our learners while adhering to this guidance. We understand that parents may have questions about the new statutory requirements. We encourage parents to review the information available here:

[Relationships Education, RSE, and Health Education Guidance](#)

If the information does not address your query, please contact:

1. Your child's Teacher
2. Deputy Headteacher
3. Headteacher

For concerns or complaints regarding the RSE and Health Education Policy, please refer to the school's *Complaints Policy*.

This approach is in line with *Southampton City Council's Safeguarding Policy* and national guidance to ensure the education is delivered effectively and in the best interest of our students.

Attendance and Safeguarding

Regular school attendance is a safeguarding matter. Keeping Children Safe in Education (KCSIE) 2025 makes clear that persistent or unexplained absence can indicate wider safeguarding concerns, including educational neglect, exploitation, or abuse. Attendance is therefore monitored not only as an educational duty but also as part of our responsibility to keep children safe.

Educational neglect occurs when a parent or carer fails to ensure a child of compulsory school age receives suitable education, either by regular school attendance or appropriate alternative provision. Persistent absence, poor punctuality, or failure to engage with education may place a child at risk of harm and require referral to safeguarding partners.

Staff Responsibilities

- All staff must be alert to patterns of absence, lateness, or changes in attendance that may signal safeguarding concerns.
- Concerns must be recorded and reported to the **Designated Safeguarding Lead (DSL)** without delay.
- Staff should never assume that non-attendance is solely an educational issue; absence must always be considered in a safeguarding context.

Great Oaks School follows its **Attendance Policy** in line with the DfE's *Working Together to Improve School Attendance* (now statutory from 2025). This includes:

- Attendance is a whole-school responsibility and must be seen as part of safeguarding practice.
- Staff, governors, and leaders must ensure that attendance systems are robust, consistently applied, and linked directly to safeguarding procedures.
- Any child missing from education, or at risk of missing education, must be treated as a potential safeguarding concern in line with KCSIE 2025.

Preventing Radicalisation and Extremism

Under the *Prevent Duty* (Counter-Terrorism and Security Act 2015), Great Oaks has a legal responsibility to protect students from being drawn into extremist ideologies. Staff are trained to identify signs that a child may be vulnerable to radicalisation, which could include political, environmental, animal rights, or faith-based extremism. This list is not exhaustive, and staff receive regular updates to stay informed on emerging risks.

The designated staff member for *Prevent* at Great Oaks is:

- **Grace Kent**, DSL/Assistant Headteacher for Safeguarding

All staff complete Home Office *Prevent Awareness Training* during induction and receive annual safeguarding updates. These are recorded as part of each school's monitoring process. Additionally, we complete an annual safeguarding self-evaluation, which is submitted to the Local Authority.

For more detailed guidance, please refer to our *Prevent Policy* and the *Prevent Duty Guidance* for England and Wales - <https://www.gov.uk/government/publications/prevent-duty-guidance>

Exploitation

Exploitation can take many forms, including sexual, emotional, and criminal exploitation, which can make children more vulnerable to further harm, such as grooming, radicalisation, or modern slavery. Exploitation occurs when an individual or group takes advantage of a child's vulnerability.

At Great Oaks, we recognise that all children are at risk of exploitation and ensure that staff are trained to identify potential signs. We emphasize the importance of reporting concerns through internal systems and the use of Community Partnership Information (CPI) forms, which may be shared with local authorities or the police if appropriate.

Through our safeguarding training, staff are made aware of how to raise concerns about exploitation and how these concerns fit into the wider safeguarding context.

Missing, Exploited, and Trafficked (MET) Children

In Southampton, *MET* refers to children who are missing, at risk of or experiencing sexual or criminal exploitation, or being trafficked. These risks are closely linked, requiring a coordinated response to ensure no aspect of a child's vulnerability is overlooked.

At Great Oaks, we recognise that any child can be at risk of exploitation. All staff receive annual safeguarding training to identify warning signs and report concerns using internal systems, *Community Partnership Information (CPI) forms*, and police intelligence-sharing channels.

The *Southampton Safeguarding Children Partnership (SSCP)* oversees these safeguarding concerns through a dedicated MET subgroup. Our DSLs stay informed through local *DSL network meetings*, safeguarding updates, and relevant national guidance.

For more information, visit: [Southampton SCC MET Hub](#)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse where an individual or group exploits a child under 18 for sexual activity through coercion, manipulation, or deception. This often involves an imbalance of power, and the child may not recognise themselves as a victim. In relation to the KCSiE 2025 updates, we must be mindful around words such as victim and alleged perpetrator and use these with sensitivity. CSE can occur in person or online, involve contact or non-contact abuse, and be perpetrated by individuals or organised groups.

Warning Signs of CSE:

- Persistent missing episodes or unexplained absences
- Relationships with controlling or older individuals
- Unexplained gifts, money, or new possessions
- Drug/alcohol misuse

- Secretive behaviour, self-harm, or emotional distress
- Excessive phone calls or social media activity
- Sexualised behaviour or STIs
- Frequenting known areas of exploitation

CSE can affect any child, regardless of gender, ability, or background. Even if a child appears to consent, the law states consent is only valid if given freely, without coercion, and with full understanding.

School Response to CSE

Great Oaks follows *Southampton City Council's Safeguarding Policy* and uses the *Child Exploitation Risk Assessment Framework (CERAF)* to assess risks. Our DSLs work with *CRS*, the *MET Hub*, and *Children's Social Care* to provide support. When appropriate, a *CPI form* is submitted, and police involvement is sought through 101 or 999, depending on urgency.

We prioritise information-sharing to prevent harm. Any intelligence that could protect a child or prevent exploitation will be shared through our safeguarding reporting processes and external safeguarding partners.

Our curriculum supports learners by raising awareness of personal safety and healthy relationships. Given the vulnerabilities of our students, staff play a key role in advocating for their protection.

Child Criminal Exploitation (CCE) & County Lines

Child Criminal Exploitation (CCE) occurs when a child under 18 is coerced, manipulated, or deceived into criminal activity:

- In exchange for something they need or want.
- For the benefit of the exploiter (financial gain or status).
- Through threats or violence.

Even if a child appears to consent, they are still a victim. CCE can occur in person or online and may involve:

- Drug transportation and dealing (*County Lines*).
- Carrying weapons or stolen goods.
- Theft, burglary, or fraud.
- Money laundering or vehicle crime.
- Unsafe employment or unlawful sexual activities.

County Lines & Cuckooing

County Lines involves gangs using children to transport and store drugs and money across different areas, often using violence, coercion, and intimidation (*Home Office, 2018*). Criminals may also take over vulnerable people's homes (*cuckooing*) to use as drug hubs.

CCE is a serious safeguarding concern linked to modern slavery and trafficking. Any concerns must be reported to the **DSL immediately**. The DSL will:

- Contact **CRS** for guidance.
- Complete a **CERAF (Child Exploitation Risk Assessment Framework) referral**.
- Submit a **CPI (Community Partnership Information) form** to police where relevant.
- Refer to **Children's Social Care** and police if a child is at risk.

Protecting Children from CCE

CCE can affect any child, regardless of age, gender, or background. Power imbalances—such as age, strength, status, or financial resources—are often used to exploit victims. Staff must remain vigilant, as signs of exploitation can be mistaken for normal adolescent behaviour.

Any concerns about CCE, youth violence, or related risks must be reported **without delay** to ensure children receive the protection and support they need.

For further information, refer to:

- ➔ [Southampton MET Hub & CERAF Guidance](#)
- ➔ Home Office County Lines Guidance

Trafficked Children

Human trafficking involves the movement of a child, within or beyond the UK, for the purpose of exploitation. Any child transported for exploitative reasons is considered a trafficking victim (*UNHCR*).

Types of Trafficking

- **External (International)** – Trafficking across national borders. Victims may arrive as unaccompanied asylum-seeking children.
- **Internal (Within the UK)** – Children moved between cities or towns, often for criminal or sexual exploitation.

Indicators of Trafficking:

- Signs of abuse, STIs, or unwanted pregnancy.
- Unexplained absences or frequent missing episodes.
- Working under coercion or being deprived of earnings.
- Limited freedom of movement, excessive housework, or living with unrelated adults.
- No GP registration or fear of deportation.

- Unexplained travel tickets, links to controlling adults from other areas, or discussions about unfamiliar locations.

Trafficked children are at high risk of exploitation. Staff must report concerns immediately to the DSL, who will follow safeguarding procedures and liaise with CRS and Children's Social Care.

For further information, visit: [Southampton City Council MET Hub](#)

Child Employment & Performance

Concerns about a child's employment must be reported to the Local Authority Lead Officer for Child Employment to ensure it is lawful and safeguarding measures are in place. Contact: Grace Morris – child.employment@southampton.gov.uk

The **DSL** will act on concerns related to child employment or performance licensing, liaising with event organisers and the Local Authority as needed.

Mate Crime & Child-on-Child Abuse

Peer abuse includes, but is not limited to:

- Bullying (physical, verbal, or online).
- Abuse in intimate relationships.
- Physical violence, sexual harassment, or assault.
- Non-consensual sharing of intimate images.
- Upskirting and initiation/hazing rituals.

Some may dismiss this as "*banter*" or "*part of growing up*", but this behaviour is unacceptable at Great Oaks. All staff and students must challenge and report such incidents to the DSL. Reports will be taken seriously and acted upon in partnership with external agencies where necessary.

Mate crime is the exploitation or abuse of a vulnerable person by someone they consider a friend. It is particularly common among individuals with Autism, Asperger's, or disabilities.

The recent Ofsted review on sexual abuse in schools and colleges highlights that harmful behaviour is often normalised and underreported. At Great Oaks, all inappropriate behaviour will be challenged, following our behaviour management processes to ensure a safe and respectful school environment.

Gangs and Youth Violence

While most children are not affected by gang-related violence, even low-level incidents can have a significant impact. Gang involvement is often linked to exploitation which we recognise is of higher risk to our students given their vulnerabilities.

Our Designated Safeguarding Leads (DSLs) stay informed through network meetings and Local Authority updates to ensure a proactive, proportionate approach to prevention.

We will use the CPI form to share relevant intelligence with the police, supporting broader efforts to address gang violence. Once submitted, CPI forms can be destroyed. Relevant information may also be recorded on CPOMS to maintain comprehensive oversight.

Sexual Abuse in schools and Colleges

Our school adheres to the statutory guidance outlined in Part 5 of *Keeping Children Safe in Education 2025*, which focuses on child-on-child sexual violence and sexual harassment. For detailed information, please refer to the official document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Harassment and Sexual Violence, Including Child-on-Child and Violence Against Women and Girls

Sexual harassment is unwanted conduct of a sexual nature, occurring both online and offline, between peers or between children and adults. Managing reports can be complex, but victims must be protected, supported, and ensured minimal disruption to their education.

Great Oaks acknowledges that incidents may be isolated or part of ongoing patterns of behaviour. This is addressed through bullying and behaviour policies.

Ofsted's *Review of Sexual Abuse in Schools and Colleges* (June 2021) highlighted the widespread normalisation of harassment. Great Oaks addresses this by ensuring staff are trained, reports are taken seriously, and appropriate action is taken. Given our unique learner cohort, responses will be individualised.

Reports of rape, assault by penetration, or sexual assault by an adult on a child must be referred to the police, who will advise on sharing information with CRS and MASH. Great Oaks takes all reasonable steps to protect the anonymity of those involved and follows police guidance on communications.

School leaders report incidents to governors to ensure oversight and accountability. Great Oaks aligns with the government's *Violence Against Women and Girls* strategy, recognising education's role in prevention.

Staff respond equally to all allegations, regardless of sex, and acknowledge overlaps with homophobic, racial, disability, or faith-based prejudices. Advocacy is provided where needed, and learners are taught, where appropriate, how to respond, report, and seek support.

For local guidance, we follow [Southampton City Council's safeguarding policies](#).

Responding to a report of child on child sexual violence or harassment

At Great Oaks School, all staff are expected to adhere to the following guidelines when responding to reports of child-on-child sexual violence or harassment:

- **Awareness:** Recognise that sexual violence and harassment can affect any individual, regardless of gender, and may involve various characteristics. Incidents can occur in person or online.

- **Zero Tolerance:** Do not dismiss any form of violence or harassment as 'banter.' Challenge any derogatory behaviour or comments intended to humiliate or embarrass others.
- **Professional Conduct:** Ensure personal behaviour and the school's ethos reflect respect for all genders and sexual orientations.
- **Legal Recognition:** Understand that 'upskirting' is a criminal offense.
- **Contextual Understanding:** Acknowledge that such behaviours can be influenced by broader societal factors, including stereotypes and language.
- **Support for SEN Learners:** Recognise that learners with Special Educational Needs (SEN) are more vulnerable to abuse. Ensure vigilance regarding behaviours that may be inappropriate towards pupils with SEN.
- **Reporting and Recording:** Document and report all incidents, including actions taken at the time, whether observed directly or reported by others.
- **Handling Disclosures:** Understand that allegations of sexual violence or harassment are often complex and require careful professional judgment. Notify the Designated Safeguarding Lead (DSL) immediately, and handle each case individually. Support the individual making the disclosure by providing a supportive environment and documenting the information promptly, following the procedures outlined in the child protection policy.

In cases where such reports arise, Great Oaks School will assess the risk and determine necessary actions, including informing parents or carers, social care services, and the police.

If an adult behaves inappropriately towards another adult or a learner, staff are instructed to report this under the Code of Conduct or Whistleblowing policy.

For comprehensive guidance and procedures, staff should refer to the [Southampton Safeguarding Children Partnership](#) and the [Southampton Children's Services Procedures Manual](#).

Teenage Relationship Abuse

Research shows that many teenagers do not recognise controlling behaviours—such as checking a partner's phone, dictating their clothing, or restricting social interactions—as abusive. These behaviours can escalate into physical abuse. Additionally, misconceptions about consent persist, with some believing that rape only occurs between strangers, rather than within relationships. This normalisation of abuse can lead to harmful behaviours going unchallenged.

Great Oaks will provide developmentally appropriate education on healthy relationships, consent, and abuse as part of the Relationships and Sex Education curriculum. Parents will also be signposted to relevant government guidance where needed.

For further support and safeguarding guidance, refer to the [Southampton Safeguarding Children Partnership](#).

Children Missing from Home or Care

At Great Oaks School, we understand that when a child goes missing from home or care, it is often a sign that something is wrong. This may be due to problems at home or school, feelings of being unsafe, neglect, abuse, or even being targeted by individuals trying to exploit them. Many children who go missing do so more than once.

What Does “Missing” Mean?

The National Police Chiefs' Council (NPCC) defines:

- Missing person: Someone whose whereabouts are unknown, and there may be concerns for their safety or risk of harm.
- Absent person: Someone who isn't where they're expected to be, but there's no immediate concern for their safety.

Police Response:

- If a child is classed as missing, the police will take immediate action to find them.
- If classed as absent, the police will monitor the situation but may not actively search unless concerns grow.

What We Do at Great Oaks School

- If a child is unexpectedly absent, we contact parents or carers quickly—usually within the first hour of the school day.
- If we have concerns about the reason for absence, the Designated Safeguarding Lead (DSL) will assess the situation and take appropriate action.
- Our process follows the steps set out in the Great Oaks Attendance Policy.

What to Watch Out For

When a child goes missing, there are often push and pull factors involved:

Push Factors (reasons pushing a child away)

- Family conflict or breakdown
- Feeling unhappy, unheard, or powerless
- Being bullied or abused
- Living with difficult home circumstances (such as the Toxic Trio: domestic abuse, parental substance misuse, or mental health issues)

Pull Factors (reasons drawing a child away)

- Wanting to be with certain friends or family
- Influence of drugs, money, or material items
- Peer pressure or gang involvement

- Being groomed or trafficked (especially in the case of unaccompanied asylum-seeking children)

At Great Oaks School, we treat any case of a missing child with the highest level of concern. We work closely with families, local authorities, and police when needed to ensure every child is safe, supported, and safeguarded from harm.

Absence from Lessons or School

At Great Oaks School, we know that missing school regularly can be a safeguarding concern. While some absence is unavoidable, patterns of absence may signal that a child or their family needs help.

Our Approach

We work closely with parents and carers to:

- Support children to attend school regularly
- Offer guidance and practical help
- Involve outside agencies like health services if needed

If support is refused or doesn't work over time, we will:

- Involve our Education Welfare Officer (EWO)
- Consider further actions, including Penalty Notices where necessary

Looking at the Bigger Picture

We always take the child's home situation into account. If needed, we may refer the family to Early Help or Children's Social Care for extra support.

Alternative Provision and Attendance

At Great Oaks School, some pupils may have alternative education arrangements—either off-site or at home. Even when pupils are not in school, **we remain fully responsible for their safeguarding.**

Keeping Pupils Safe

We will:

- Check that the alternative provider has proper safeguarding in place
- Complete a **risk assessment**, including travel and any changes to school hours
- Stay in **regular contact** with the pupil, family, and provider
- Use correct attendance codes to monitor engagement
- Ensure that we have written confirmation from the alternative provider that safeguarding checks have been completed.

Ongoing Oversight

- Any safeguarding concerns must be shared with the **Great Oaks DSL**
- Alternative provisions to be reviewed, to ensure safeguarding is effective, and to terminate a placement if concerns arise.
- If needed, the provider will be trained or supervised until safeguarding arrangements are confirmed
- For pupils learning from home for **medical reasons**, regular checks will be done by the school and involved professionals

Our aim is to ensure every child stays safe, supported, and connected—wherever they are learning.

Children Missing Education (CME)

At Great Oaks School, we take Children Missing Education (CME) very seriously. CME refers to children who are not in school and not receiving any education elsewhere.

When Might a Child Be CME?

Examples include:

- Never starting school at compulsory age
- Not transferring to a new school after moving
- Delays applying for a school place
- Leaving school with no known destination
- Refusing a place offered at another school

Note: A child *on roll but absent* is not CME—normal attendance procedures apply.

Our Responsibilities

- We follow local CME guidance (Young Southampton CME Procedures)
- If a child leaves and we don't know where they're going, we'll contact the CME Officer straight away
- If a child doesn't start school when expected, we follow the **Great Oaks Attendance Policy** and inform the Local Authority

Local CME Contacts

- Tina Selby – tina.selby@southampton.gov.uk
- Eliza Theobald-Morgan – eliza.theobald-morgan@southampton.gov.uk

Safeguarding Risk

Missing education can be a sign of abuse, neglect or exploitation. Even short absences can carry risks. All concerns are reviewed in context and, where needed, referred to safeguarding teams or external partners.

MAPPA (Multi-Agency Public Protection Arrangements)

If Great Oaks School is made aware that a parent, carer, or visitor is subject to MAPPA (e.g. due to a serious conviction), we will act quickly to keep everyone safe.

What We Do:

- A confidential meeting will be arranged with the individual and/or agencies
- Any necessary safety measures will be put in place immediately
- Only those who need to know will be informed, and plans will be regularly reviewed

School Transfers:

- If a pupil transfers, the Designated Safeguarding Lead (DSL) will inform the new school of any MAPPA-related concerns
- Records of discussions and transfers will be securely stored by the sending school

Our priority is to manage risk carefully and sensitively keeping pupils and staff safe at all times.

Harmful Practices and Honour-Based Abuse

At Great Oaks School, we understand that some forms of abuse are linked to **honour, culture, or beliefs**. These are known as **harmful practices** and can seriously affect a child's safety and wellbeing.

Examples of Harmful Practices:

- **FGM** (Female Genital Mutilation)
- **Forced marriage**
- **Breast flattening/ironing**
- **Abuse linked to beliefs** (e.g. spirit possession)
- **Pressure to behave a certain way** based on culture or religion
- **Punishment for having a relationship or changing faith**

These actions may involve family or community pressure and can include violence, control, threats, or being taken away from home.

What We Do:

- All concerns must be reported immediately to the Designated Safeguarding Lead (DSL)
- If a child is in immediate danger, staff will contact the police first, then MASH (Multi-Agency Safeguarding Hub)
- If FGM is disclosed or observed, certain professionals must report it directly to the police by law

Important Note:

Do **not speak to family or community members** before making a referral—this could increase the risk to the child. If consent is not gained for referral, the DSL will record the reason why. Harmful practices can affect both girls and boys. We will always act to protect any pupil at risk and take advice from safeguarding partners.

Female Genital Mutilation (FGM)

FGM means cutting or damaging a girl's private parts for non-medical reasons. It is illegal in the UK and seriously harms girls and women.

What to Know:

- FGM can happen at any age, often between 5 and 8 years old, but sometimes earlier or later.
- Girls may mention celebrations or visitors linked to FGM—this could be a warning sign.
- FGM is a form of gender-based abuse and must be taken seriously.

What to Do:

- If you know or suspect FGM has happened, **teachers and regulated staff must report it directly to the police** and inform the DSL immediately.
- If unsure, talk to the DSL for advice.
- If a girl may be at risk of FGM, report concerns to the DSL right away, who will act like any other child protection concern.
- For adults at risk, the DSL will contact the right agencies including Adult Social Care.

At Great Oaks School, we prioritise the safety of all girls and will always act quickly to protect anyone at risk of FGM.

Breast Flattening (Breast Ironing)

Breast flattening is a harmful practice where girls' breasts are pressed or massaged with hot objects to stop them growing. This causes pain, injury, infections, and emotional distress.

Signs to Look For:

- Pain, itching, or burns on the chest
- Wearing tight bands or coverings around the chest
- Avoiding changing clothes at school
- Smell from infections or injuries
- Missing school without clear reasons

What to Do:

- Report any concerns to the Designated Safeguarding Lead (DSL) immediately
- The DSL will decide if a referral to **CRS** or other agencies is needed

- Contextual factors like visits from female relatives may be considered as part of the concern

At Great Oaks, we are committed to protecting all pupils from harmful practices and will act swiftly to keep them safe.

Forced Marriage

Forced marriage is **illegal in the UK**. It happens when someone is made to marry against their will, often through pressure or abuse. This is a serious form of abuse and a violation of human rights.

How people may be forced:

- Physical violence or threats
- Emotional pressure, like feeling they would shame their family
- Financial control, such as taking their money

What to do:

- Staff should know the signs and report any concerns to the Designated Safeguarding Lead (DSL) right away
- Help is available from the Forced Marriage Unit (FMU), local police, or Children's Social Care
- The DSL and MASH team are trained to support and protect anyone at risk, including applying for legal protection orders

Remember:

Teachers and staff should raise concerns but let specialist professionals (police, social workers) handle the main response — unless immediate action is needed to keep the child safe.

More info: [Forced Marriage Guidance](#)

Abuse Linked to Faith, Belief, or Culture

Abuse linked to faith, belief, or culture can happen to anyone, anywhere—at school, online, or in the community. It can be from people inside or outside a faith or cultural group and affects people of any faith or belief.

Important points:

- Faith, belief, or no belief is protected by law (Equality Act 2010).
- At Great Oaks, we listen carefully to learners to understand their experiences.
- We use the **Prejudicial Language and Behaviour (PLAB) toolkit** to address these issues fairly and respectfully. <https://www.hants.gov.uk/educationandlearning/hias/teaching-learning/rights-respecting-education/toolkit-language-behaviour>

Guidance:

- [Faith/Belief linked abuse guidance](#)
- [Leaflet for parents on prejudicial language](#)

Possession and Witchcraft Allegations

Sometimes children are wrongly accused of being “possessed” or involved in “witchcraft.” This is rare but can seriously harm a child’s health, learning, relationships, and self-esteem.

These beliefs often come from adults who think a child is “different” because of things like disobedience, illness, disability, or family changes. The adult may try to “exorcise” the child, which can involve physical abuse like beating, burning, starvation, or isolation.

At Great Oaks, if we suspect a child is being harmed this way, the Designated Safeguarding Lead (DSL) will report concerns to Children’s Social Care through CRS without delay. Sometimes this must be done even without the family’s consent to protect the child.

Domestic Abuse

Domestic abuse means any controlling, threatening, or violent behaviour between family members or partners aged 16 or over. This can be psychological, physical, sexual, financial, or emotional abuse.

As a Trust, we work closely with local agencies, including police and other schools, to protect children affected by domestic abuse. We support Operation Encompass, which lets our Designated Safeguarding Leads (DSLs) receive early police reports about domestic abuse incidents, so we can offer timely, trauma-informed support to learners.

Living with domestic abuse can seriously harm a child’s wellbeing, behaviour, and understanding of healthy relationships. Children may show signs like:

- Being withdrawn, anxious, or clingy
- Sudden behaviour changes
- Depression or aggression
- Sleep problems or nightmares
- Eating disorders or risk-taking
- Missing school
- Self-harm or thoughts of suicide

These signs don’t always mean domestic abuse is happening but should be reported to the DSL, who will decide if Children’s Social Care needs to be involved.

All staff at Great Oaks are trained to recognise these signs and understand how domestic abuse impacts children, including through trauma-informed approaches and understanding Adverse Childhood Experiences (ACEs).

Our PSHE and RSE curriculum includes teaching about healthy relationships and where learners can get help. Sometimes, children may show behaviours like those caused by domestic abuse towards

adults. In these cases, staff should seek advice as a crime might have happened, and support may be needed.

For more local guidance, visit:

<https://hipsprocedures.org.uk/zkyysy/domestic-abuse>

Useful National Support:

- NSPCC: <https://www.nspcc.org.uk/>
- Refuge: <https://www.refuge.org.uk/>
- SafeLives: <https://safelives.org.uk/>

Bullying

Great Oaks School takes bullying very seriously and works actively to prevent and address it in all its forms — including physical, verbal, online (cyberbullying), and indirect bullying.

Our approach includes:

- A dedicated **Anti-Bullying Policy** that outlines clear expectations for behaviour and steps for staff and students to follow.
- Linking anti-bullying efforts closely with our **Behaviour Policy** and our **PSHE (Personal, Social, Health and Economic) education programme**, which includes Relationships Education, Relationships and Sex Education (RSE), and Health Education.
- Promoting positive relationships and mental health to help students feel safe, respected, and supported.
- Early identification and intervention to support victims of bullying and address the behaviour of those responsible.
- Encouraging students to speak up and seek help if they experience or witness bullying.
- Training for staff to recognise signs of bullying and respond effectively and sensitively.

Bullying impacts mental health and wellbeing, so we work hard to provide a safe learning environment where everyone can thrive. If bullying is suspected or reported, staff will follow safeguarding procedures to ensure the safety and wellbeing of all students.

For more guidance and resources on preventing and tackling bullying, please visit:

<https://hipsprocedures.org.uk/zkyysy/bullying>

Prejudice Based Abuse / Hate Crime

At Great Oaks School, we take prejudice based abuse and hate crime very seriously. We use the Pan-Hampshire Prejudicial Language and Behaviour Toolkit (PLAB) to help us identify and deal with these issues effectively.

What is Prejudice Based Abuse or Hate Crime?

It is any crime or behaviour motivated by hostility or prejudice against someone because of their real or perceived:

- Disability
- Race, ethnicity, nationality, or skin colour
- Religion or belief (including no belief)
- Gender reassignment
- Marriage or civil partnership status
- Pregnancy or maternity
- Sex
- Sexual orientation
- Age

Other factors like socio-economic background or parental status can also be involved.

Examples include:

- Physical or verbal abuse
- Name-calling or insults (racist, homophobic, etc.)
- Hate graffiti
- Wearing offensive badges or symbols
- Distributing offensive material
- Bullying related to a protected characteristic
- Prejudiced comments during lessons
- Refusing to work with someone because of who they are
- Attempts to recruit others into violent or extremist groups

How Great Oaks Responds:

- We record and monitor all incidents carefully.
- We take steps to prevent incidents from happening.
- We report incidents to school leaders and local authorities.
- Staff are trained to spot and challenge prejudice and hate crime early.
- We support victims to help them feel safe and respected.
- We treat all incidents seriously, whether the person involved has a protected characteristic or not.
- We work with local agencies, including Southampton City Council, to address and reduce these issues.

More information and guidance is available here:

[Southampton City Council - Prejudice Based Abuse](#)

Internet, E-Safety & Online Safety

At Great Oaks School, keeping children safe online is a top priority. We use filters and monitoring systems to protect learners from harmful or inappropriate material when they use school devices or networks. Each school has its own E-Safety policy to guide online behaviour and safety.

Online Risks to Know:

Parents and carers may not always know how often children encounter risks online. Some key content risks include:

- Misinformation
- Disinformation (including fake news)
- Conspiracy theories
- Unwanted contact from strangers
- Grooming or exploitation
- Online bullying
- Sharing inappropriate images or videos
- Leaving a digital footprint that can cause future harm
- Accessing unsuitable content accidentally or deliberately

The 4 Cs of Online Risk (from KCSiE 2025):

1. **Content:** Exposure to harmful or illegal content like pornography, fake news, racism, self-harm, or extremist material.
2. **Contact:** Harmful online interactions, such as peer pressure or adults pretending to be children to groom or exploit.
3. **Conduct:** Personal online actions that increase risk, like sharing explicit images or bullying others.
4. **Commerce:** Risks involving online gambling, scams, inappropriate ads, or phishing attempts. Staff should report these risks if identified.

How Great Oaks Supports Online Safety:

- Clear **acceptable use agreements** for students, staff, parents, and governors.
- Policies on using mobile devices at school and during school activities.
- Regular **training and updates** for staff on online safety.
- Curriculum lessons to raise awareness of online risks and safe behaviour.
- Sharing information through newsletters, letters, websites, and online learning platforms.
- Monitoring and safeguarding the school's electronic systems.
- Using surveys with learners, parents, and staff to improve online safety measures.

Great Oaks use Smoothwall as their filtering and monitoring system across all sites. This allows us to filter alongside staff monitoring on site, to ensure that the content students are accessing is appropriate and safe. Staff are clear on their roles and responsibilities to monitor and report any inappropriate content that is accessed.

Remote Learning:

Our Remote Learning Policy follows the latest Department for Education guidance. We set clear rules to keep learners safe online during remote lessons and protect staff from any misunderstandings.

Useful Resources:

- Southampton City Council - Online Safety

- Child Exploitation and Online Protection Centre (CEOP)
- UK Safer Internet Centre
- Thinkuknow
- Hampshire Safe4Me

Social Media

We know that social media can bring extra risks, especially as younger children are using these platforms more often. Many social media sites have age limits, but children may still access them through friends or family phones.

Key points about social media and children:

- Children might think messages or photos disappear after being seen or may not understand privacy settings.
- While some use of social media seems harmless, we teach children and parents about the responsibilities, legal rules, risks, and dangers in a way that matches their age and understanding.
- New apps and platforms appear all the time, and sometimes false or sensitive information spreads quickly. This includes "fake news" or misleading posts, which can be hard to spot.
- Some users may target people with fake or extreme views, which can be harmful.

At Great Oaks:

- We include social media safety in our online safety guidance.
- We have a clear Social Media Policy for all staff to follow.

Artificial Intelligence (AI) and safeguarding

In line with Keeping Children Safe in Education (KCSIE 2025), Great Oaks School recognises that Artificial Intelligence (AI), including generative AI tools, presents both opportunities and risks for children. AI can support learning, but it also introduces safeguarding concerns such as exposure to harmful or misleading content, misuse of personal data, disinformation, and the creation or sharing of inappropriate material (e.g. deepfakes).

Definition:

AI refers to computer systems that can perform tasks normally requiring human intelligence, such as generating text, images, or decisions based on data. Generative AI tools (e.g. chatbots, image or video generators) can create new content and may expose children to harmful, false, or inappropriate material if not managed safely.

Staff Expectations:

- All staff must use AI responsibly, in line with the school's Online Safety Policy.
- AI tools should never be used to create, share, or store personal or sensitive information about pupils or staff.

- Staff must remain alert to risks including misinformation, disinformation, and conspiracy theories, and support pupils in developing critical awareness when engaging with online material.
- Any concerns about a child's use of AI or exposure to harmful AI-generated content must be reported immediately to the Designated Safeguarding Lead (DSL).

The DSL is responsible for:

- Overseeing AI-related safeguarding concerns.
- Ensuring filtering and monitoring systems remain effective in identifying risks linked to AI use.
- Providing staff with up-to-date training on emerging AI risks in line with KCSIE 2025 and DfE guidance (Generative AI: Product Safety Expectations).

The school follows statutory guidance in KCSIE 2025, which highlights the need for vigilance regarding online harms, including those created or spread through AI. Staff and governors are required to engage with relevant training and updates to ensure a proportionate and safe approach to AI in education.

Cyberbullying

At Great Oaks, we believe bullying is never acceptable and every learner has the right to feel safe and not be bullied — including online.

What is cyberbullying?

Cyberbullying is when someone repeatedly uses electronic ways like texts, messages, or social media to hurt, threaten, or embarrass another person who can't easily defend themselves.

Examples of cyberbullying:

- Bullying by text messages, phone calls, or mobile phone cameras
- Posting threatening or humiliating messages or images on websites, blogs, or social media
- Sending abusive emails or hijacking someone's email account
- Writing mean or threatening comments on online forums

Legal info:

Some cyberbullying is illegal. For example:

- Sending grossly offensive or menacing messages (Communications Act 2003)
- Harassment through repeated unwanted contact (Protection from Harassment Act 1997)
- Sharing images consensually between older kids might not always be abusive but is still illegal.
- Sharing images without consent is illegal and abusive.

If we learn about cyberbullying incidents, we will treat each case carefully and may report it to the Police or Children's Social Care if necessary. We will always:

- Inform parents/carers if their child is involved
- Work with Police and Social Care when needed to keep children safe.

Sending Nudes (formerly called Sexting)

Sending nudes means sharing naked or partly naked photos, videos, or sexual messages using phones or the internet. This includes underwear shots, sexual poses, or explicit texts.

What we know:

- Sometimes this happens between two young people who agree, but it can also be used to hurt others after breakups (revenge) or by strangers to exploit someone.
- At Great Oaks, we handle all incidents carefully and may tell parents if it's safe to do so, or involve children's services or the police if needed.

Why it matters:

- Many children get their first smartphone or tablet around age 6, so even young children might send photos without fully understanding the risks.
- We use age-appropriate lessons to teach learners about safety, pressure, and risks around sharing images.

Upskirting

Upskirting (taking photos under someone's clothing without their consent) is a **criminal offence**.

- If an incident happens, it will be reported to the Designated Safeguarding Lead (DSL), the police, and possibly Children's Services.
- We understand that such incidents are very upsetting. Both the victim and the person involved will be treated with care and sensitivity.
- The DSL will decide how to handle each case, making sure a clear record is kept from the moment it is reported.

Gaming at Great Oaks School

Most children and many adults enjoy online gaming. At Great Oaks, we want to help learners stay safe and healthy while gaming.

We support parents by:

- Talking about what games their children play and if they are suitable.
- Helping parents use parental controls and safety settings.
- Advising on setting limits for game time.
- Sharing helpful resources to reduce harmful gaming habits.

Online Reputation

Online reputation is how others see you based on what you post or what others post about you online. This includes photos, comments, and posts.

It's important for both students and staff to know that online actions can affect their future opportunities, like jobs or courses. Employers often check online profiles before making decisions.

For staff, following professional codes of conduct is essential to protect their reputation and the school's. For teachers, this would include, for example, the Teachers' Standards and the Nolan Principles of public life.

At Great Oaks, we teach students about online reputation in ways that suit their age and needs. Staff are reminded of their responsibilities and the rules for working safely with children.

Grooming

What is online grooming?

Online grooming is when someone with harmful intentions tries to build a relationship with a child online, often to exploit or harm them. This can lead to sexual or criminal exploitation.

How we keep children safe:

We teach children to:

- Only be friends online with people they know in real life
- Keep online relationships online and not meet strangers in person
- Never share personal info or pictures with people they don't know

We encourage parents to:

- Learn the signs of grooming
- Understand grooming is a form of exploitation
- Talk regularly with their children about staying safe online

What Great Oaks School does:

- Provides age-appropriate advice and education based on each child's needs
- Runs sessions for parents and shares helpful resources
- Includes grooming awareness in Relationships Education, Sex Education (RSE), and Health Education.

Substance Misuse (Alcohol and Drugs)

Substance misuse means using alcohol or drugs in a way that causes serious harm. This includes physical, mental, social, financial, or legal problems for the person using and those around them.

Our approach:

- We aim to educate students about the risks of alcohol and drug misuse.
- We support learners to make safe and healthy choices.

- We work closely with families and local agencies, including SCC, to provide help where needed.

Parental Substance Misuse

When a parent misuses drugs or alcohol, it can affect their ability to care for their child properly. This can put the child at risk and may require child protection support.

Possible impacts on children:

- Not having enough food, clothing, or heating because money goes to the parent's substance use
- Parents not involved or interested in the child's education and wellbeing
- Behaviour problems like aggression or inappropriate sexual behaviour
- Being bullied or isolated due to poor appearance or other reasons
- Difficulty making friends or inviting others home
- Tiredness or trouble concentrating in school
- Bringing drugs or related items to school
- Injuries from lack of proper supervision
- Taking on caring responsibilities at home
- Struggling with schoolwork and attendance

What we do:

- Staff watch for signs and report concerns to the Designated Safeguarding Lead (DSL)
- The DSL may refer the family to Children's Social Care for support and protection.

Substance Misuse (Children)

Great Oaks School understands the importance of teaching children about both legal and illegal substances.

What we do:

- Provide clear, accurate information about drugs and alcohol
- Help children understand the risks and consequences of misuse
- Teach skills to help children avoid getting involved with harmful substances
- Tailor education to meet individual needs

What we mean by 'drugs':

- Illegal substances (e.g., cannabis, cocaine)
- Legal substances that can be misused (e.g., alcohol, medicines)

First Aid

Great Oaks School has a separate **First Aid Policy** covering:

- Staff trained in first aid and their retraining dates
- Proper storage and use of first aid kits
- Recording all first aid treatments and injuries
- First aid responsibilities during offsite activities

A list of trained First Aiders is available to all staff when needed. For children with health care plans or medical conditions, staff are kept informed. These plans are reviewed at least once a year or sooner if needed, involving relevant health professionals when possible.

Learners with Medical Conditions (Including Emergency Evacuation)

Great Oaks School and the Trust ensure:

- Enough staff are trained to support learners with medical conditions.
- All relevant staff know about each child's medical needs and risks.
- Medical details are kept in the child's classroom.
- Individual Health Care Plans are created for each child, including steps to manage emergencies related to their condition.
- Relevant policies like Medication Administration and Dysphagia & Feeding are followed.

For emergencies, further guidance is in the Trust's Major Incident Emergency Closure Policy and the school's Lockdown Policy.

Learners with Medical Conditions (Out of School)

Sometimes children can't attend school full-time because of medical needs. This includes children who:

- Have long-term illnesses
- Are recovering after surgery or injury
- Have long-term mental health issues

If a child is expected to be away for more than 15 days, the Education Welfare Service may be contacted to help support the child's education.

An individual plan will be made to keep the child involved with their learning and support their return to school.

Distance learning may be offered by the school or another provider, agreed with parents and health professionals. This is called Alternative Provision (AP), and schools follow government guidance on this:

[Alternative Provision Guidance](#)

The school and Designated Safeguarding Lead (DSL) will check that safeguarding arrangements for any AP are safe and suitable.

Intimate Care (Including for Children with Disabilities)

Great Oaks School follows the Trust's Touch Policy to keep children and staff safe during personal care. This policy covers all staff involved in helping children with personal care. Children with disabilities may need extra care, and staff will follow individual care plans sensitively, including using PPE when needed.

Only trained, safe staff (not on any barred lists) will provide personal care. Agency staff are allowed to support with personal care, but not carry this out alone.

Personal care means any help a child needs with daily tasks, such as:

- Feeding
- Oral care (teeth cleaning)
- Washing
- Dressing or undressing
- Toileting and menstrual care
- Medical treatments like enemas, suppositories, feeding tubes
- Catheter and stoma care
- Helping a child with intimate self-care
- Taking photographs for care purposes

Parents should tell staff about their child's personal care needs. Staff will work closely with families and keep records whenever personal care is provided or plans change.

Fabricated or Induced Illness

This happens when a carer makes up or causes illness in a child. It can involve:

- Faking signs or symptoms, including false medical history
- Faking hospital records or test results
- Actually causing the child to be ill

Great Oaks School follows Public Health England (PHE) guidance on testing, isolating, and recording absences or illness notifications.

If parents don't follow advice on testing or isolation and the child's attendance suffers, we will work with the Education Welfare Officer and health partners. We may refer concerns to Children's Social Care (MASH) if the child's safety is at risk.

If we suspect a child is affected by fabricated or induced illness, we will:

- Follow Southampton Safeguarding Children Partnership procedures
- Work closely with health professionals to gather facts
- Refer to Children's Services or seek advice when needed

Sometimes a child may cause illness themselves, which could relate to mental health or abuse. This will also be carefully looked into.

Mental Health

Mental health covers a wide range of conditions, from common issues like anxiety, mild depression, and eating disorders to more serious illnesses such as bipolar disorder or schizophrenia. While parental mental health problems do not always negatively affect children, it is important to assess how each child is impacted individually.

How Parental Mental Health Can Affect Children

Children may experience:

- Their physical, emotional, or educational needs being overlooked because the parent's needs take priority.
- Taking on caring responsibilities for a parent or sibling.
- Limited opportunities for socialising or recreation.
- Difficulties concentrating in school, affecting their learning and achievement.
- Missing school regularly because they stay home to support a parent.
- Developing suspicious or paranoid behaviours if they believe a parent's delusions.
- Witnessing self-harming or suicide attempts by a parent, which may involve the child.
- Being involved in obsessive or compulsive behaviours linked to a parent's illness.

Recognising the Impact of Mental Health and Trauma

Mental health issues in children can also stem from past abuse or traumatic experiences. Staff will report concerns about any new or triggered behaviours using school recording systems.

Adverse Childhood Experiences (ACEs) that can disrupt a child's wellbeing include:

- Loss or separation through death, divorce, hospitalisation, or family breakdown.
- Major life changes such as moving house, changing schools, or family changes.
- Traumatic events like abuse, domestic violence, bullying, accidents, or natural disasters.
- Pandemic-related challenges including separation, loss, and uncertainty.

Support Available

Great Oaks School is committed to supporting children's mental health by:

- Training staff to recognise signs of mental health difficulties.
- Providing opportunities for children to access support within school.
- Working closely with parents to share concerns and agree on support strategies.
- Referring children and families to specialist services such as Early Help, the Mental Health Schools Team, Southampton Educational Psychology Service, Anna Freud Centre, or CAMHS with parental consent.
- Participating in local mental health initiatives and partnerships to improve support.

What Happens if There Are Concerns?

If staff notice signs that a child may be struggling because of parental mental health or other related issues, they will inform the Designated Safeguarding Lead (DSL). The DSL will decide whether a referral to Children's Social Care is needed. The school always aims to balance risk and protective

factors to support the child's wellbeing and safety. Great Oaks School strives to create a safe, supportive environment for all learners, recognising the importance of mental health and wellbeing as part of safeguarding.

Children Looked After (CLA)

All staff at Great Oaks School play an important role in keeping Looked After Children safe. Staff should know the child's care arrangements and understand who has legal authority for decisions about the child.

The Designated Safeguarding Lead (DSL) holds key information, including the child's social worker details and the name of the Virtual School Head Teacher responsible for looked after children in Southampton.

Designated Teacher for Looked After Children

Each school has a **Designated Teacher** trained to support the needs of looked after and previously looked after children. Their role includes:

- Promoting the child's educational progress
- Liaising with the Virtual School Head Teacher
- Ensuring a **Personal Education Plan (PEP)** is in place and regularly reviewed
- Making sure relevant staff know the child's legal status and contact arrangements
- Responsibility to promote the educational achievement of children in kinship care.

At Great Oaks School, the Designated Teachers are:

- Grace Kent
- Ilda Ourique

The Virtual School Head Teacher for Southampton is:

Maria Anderson

Email: maria.anderson@southampton.gov.uk

Governance

School governors make sure the Designated Teacher receives the right training, skills, and time to effectively support looked after children, reviewed at least annually.

Children Who Have, or Have Ever Had, a Social Worker

Great Oaks School recognise that some children currently have, or have had in the past, a social worker supporting them and their families.

- When a child joins our school, we carefully check their records to see if they have ever had a social worker or currently have one. This information is included in the updated transfer of records form (from October 2021).

- We closely monitor the attendance, wellbeing, progress, and achievement of these children to help them succeed during their time at our school.
- We work closely with social workers and other agencies involved with the child and their family to ensure the best support.

In Southampton, advice and support for children with social workers can be accessed through the Virtual School by contacting: **Helen Brown** – helen.brown@southampton.gov.uk

We also understand that many of our children have social workers because of disabilities, often under Child in Need Plans. For these children, working together with other agencies is especially important to provide the right support.

Private Fostering

Private fostering is when a child under 16 (or under 18 if disabled) is cared for by an adult who is **not a close relative** or legal guardian, and this care lasts for **28 days or more**.

- It does not count as private fostering if the carer is a close family member, like a grandparent, brother, sister, uncle, or aunt living with the child.
- It also does not include care arranged by a social worker.

By law, both the child's parents and the carer must tell the Children's Services Department about any private fostering arrangement.

If the school learns that a child is being privately fostered, we will:

- Inform Children's Services.
- Let the parents and carers know we have done this—unless telling them might put the child at risk.

If needed, the school can get advice from the Children's Resource Service (CRS).

Parenting

Parenting can be challenging, and all parents will at times struggle with their child's behaviour. This is a normal part of family life and does **not** mean they are poor parents or that safeguarding concerns automatically arise. Instead, these moments can offer opportunities for parents to learn new skills and develop better approaches to support their children.

Some children have medical or developmental conditions, such as Tourette's syndrome, Autism, ADHD, or—for learners at Great Oaks—profound and multiple learning difficulties. These conditions often affect behaviour, sleep patterns, and daily routines, which can create additional challenges for parents. It's important to recognize that these challenges are related to the child's needs and do **not** indicate poor parenting.

However, parenting becomes a safeguarding concern when there is a repeated lack of:

- Supervision

- Boundaries
- Basic care (including food, clothing, hygiene)
- Medical treatment

that places a child at risk of harm or neglect.

When parents struggle with essential tasks such as setting clear boundaries or providing appropriate supervision, timely support and interventions can lead to significant positive changes for children's wellbeing and family life. These interventions often do **not** require a social work assessment or formal child protection plan.

How Great Oaks School supports parents:

- Providing information about local community-based parenting courses, which offer practical advice and skills.
- Helping families connect with each other to share experiences and provide mutual support.
- Sharing online parenting resources such as [Family Lives](#), which offers advice on managing behaviour, building positive relationships, and family wellbeing.
- Referring parents to relevant support staff within the school, including pastoral and welfare teams.
- Engaging in discussions with parents to help them develop their own plans to improve parenting approaches, often based on evidence-based parenting programs that are proven to be effective.
- Considering referrals to Early Help services or other local support agencies to provide additional assistance to families before concerns escalate.

Southampton City Council (SCC) Context:

Parents and school staff can access a wide range of support services through SCC's Family Help Hub, which offers guidance and coordinated support for families needing extra help. Early intervention helps prevent problems from becoming more serious and supports children's overall safety and wellbeing.

Children and the Court System

Children may sometimes need to give evidence in criminal courts, either because they have been victims of a crime or witnesses to one. This can be a very stressful and confusing experience for them. To help children understand the process, there are age-appropriate guides available:

- **Young Witness Booklet (Ages 5–11):** Explains each step in a child-friendly way, with diagrams of the courtroom and information about support and special measures like video links.
[Young witness booklet for 5 to 11 year olds](#)
- **Young Witness Booklet (Ages 12–17):** A similar guide tailored for older children, helping them understand what to expect and how to prepare.
[Young witness booklet for 12 to 17 year olds](#)

For children and families involved in family court proceedings after separation or divorce, the process of making child arrangements can cause stress and increase conflict. The Ministry of Justice

offers an online tool to help parents and carers understand and navigate child arrangement disputes, including information about mediation and dispute resolution services:

[Child arrangements information tool](#)

Keeping Children Safe in Education (KCSIE) Guidance:

KCSIE highlights that school staff should be aware of the potential impact of court proceedings on a child's wellbeing and educational experience. Schools should offer support and liaise with other professionals to ensure the child feels safe and cared for during this time.

If staff become aware that a child is involved in court proceedings, they should inform the Designated Safeguarding Lead (DSL), who will ensure appropriate support is in place and liaise with parents, carers, and external agencies as needed.

Children with Family Members in Prison

At Great Oaks, we understand that having a parent or close family member in prison can be a very difficult and confusing time for a child. Around **200,000 children** in the UK go through this each year. It can affect how a child feels, behaves, and learns at school.

Children in this situation may experience:

- Worry, sadness, or confusion
- Feeling alone or embarrassed
- Struggling with learning or concentrating
- Changes to family life, housing, or finances
- Missing a parent or not knowing how to stay in touch

We want to reassure families that our priority is always the child's wellbeing. We will never judge, and we will work sensitively with children and families to help them feel safe, supported, and understood.

What We Will Do at Great Oaks:

- Offer quiet, understanding support in school, led by our trained safeguarding team.
- Work with the right agencies (like social care or family support services) to make sure the child and family have the help they need.
- Use guidance and resources from NICCO (The National Information Centre on Children of Offenders) to help us understand how to best support children in this situation.
 - Website: www.nicco.org.uk

If we find out that a child has a parent or family member in prison and we haven't been contacted by any outside agencies, our Designated Safeguarding Lead (DSL) will seek advice from CRS to make sure everything is in place to keep the child safe and supported. We will only share information when it is necessary to protect or support the child and always follow the rules around confidentiality and sensitive communication.

Homelessness

At Great Oaks, we understand that being homeless or at risk of becoming homeless can have a serious impact on a child's wellbeing, safety, and education.

If we are concerned that a child or their family may be facing homelessness, the Designated Safeguarding Lead (DSL) will take action to help as early as possible. This may include:

- Contacting the Local Housing Authority to raise concerns
- Making a Family Help referral, if needed
- Referring to Children's Social Care if a child is at risk of harm

Signs a Family May Be at Risk of Homelessness:

- Struggling with debt or rent arrears
- Being asked to leave their home
- Living with domestic abuse or anti-social behaviour
- Frequent moves between temporary homes

Most concerns will relate to children living with their families, but some pupils may experience homelessness for other reasons. In all cases, we will respond based on the child's individual needs.

Who to Contact About Homelessness (Southampton):

During office hours: 023 8083 2327
homelessness.advice@southampton.gov.uk

Out of hours emergencies: 023 8023 3344

Reporting and Recording Concerns About a Child or Young Person

At Great Oaks, any concern about a child's safety or welfare must be shared with the Designated Safeguarding Lead (DSL) immediately.

What Staff Must Do:

- Report all concerns straight away – don't delay.
- Record the concern on CPOMS, our secure safeguarding system.
- Keep records factual, clear, and concise. Include:
 - What was seen or heard
 - The child's exact words, if a disclosure was made
 - Time, date, and your name

If a Child Makes an Allegation:

- Stay calm and listen carefully – do not ask leading questions.
- Tell the child they've done the right thing by speaking up.
- Do not promise to keep the information secret.
- Report it to the DSL and record it on CPOMS without delay.

What Happens Next:

- The DSL will **review the concern**, assess any risks, and decide on next steps.
- This could include:
 - Contacting parents (unless doing so may increase risk)
 - Referring to CRS (Children's Services) if the child is at risk of harm
 - Making an Early Help referral
 - Taking advice from CRS if unsure whether a referral is needed

All decisions and actions taken will be recorded by the DSL on CPOMS, including:

- The reason for the decision
- Who was consulted or informed
- Whether consent was sought from parents (and why/why not)

Important Notes:

- Urgent referrals should never be delayed just to write a full record first.
- All child protection records are stored securely and separately from general school records.
- CPOMS is only accessed by members of the safeguarding team, supported by the IT Manager.

Records must be objective and professional, avoiding personal opinions or emotional language.

Remember: safeguarding records could be required in legal proceedings.

Confidentiality

At Great Oaks School, we are committed to protecting the confidentiality of all safeguarding concerns. However, we understand that information must be shared appropriately to keep children safe.

Core Principles:

- Safeguarding matters are confidential but not secret.
Information will only be shared with people who need to know to protect the child. This may include members of the safeguarding team, key school staff, or external agencies.
- **We follow national guidance** on information sharing, including:
 - Working Together to Safeguard Children (HM Government)
 - Information Sharing Advice for Practitioners (DfE)
 - Keeping Children Safe in Education (KCSIE) 2025 – especially Part One and Part Two for all staff
- The best interests of the child are always our priority when deciding to share or withhold information.

When Speaking to Children:

- Staff must not promise confidentiality or agree to keep a secret if a child discloses something concerning.

- Instead, explain that information may need to be shared with others who can help keep them safe.

Breaches of Confidentiality:

- Any inappropriate sharing of safeguarding information will be addressed through:
 - Additional training
 - The Trust's Disciplinary Policy and Procedure, if required.

Listening and Responding

At Great Oaks School, all staff play a vital role in listening to learners and responding appropriately to any concerns or disclosures.

How Staff Listen to Learners:

- All staff receive safeguarding training, which includes how to listen in a calm, supportive and non-judgemental way.
- Staff:
 - Give the child time and space to speak.
 - Avoid interrupting or pressuring them to talk.
 - Use open-ended questions (e.g. "Can you tell me more about that?") only when needed to clarify what the child is saying.
 - Never ask leading questions, suggest answers, or investigate further themselves.

For Non-Verbal or Pre-Verbal Learners:

- Many of our pupils communicate in non-verbal or alternative ways.
- Staff are trained to:
 - Recognise changes in behaviour, body language, and presentation.
 - Observe cues and signs of distress or discomfort.
 - Communicate using visual aids, objects of reference, Makaton, or other appropriate systems.
 - Share concerns even if the child cannot verbalise them.

Recording Concerns:

- All concerns must be recorded, no matter how minor they may seem.
- Staff must log concerns promptly and accurately using the school's safeguarding system, CPOMS– including:
 - Date and time
 - Factual account of what was said or observed
 - Any actions taken
- If a disclosure is made, the child's **exact words** must be recorded wherever possible.

Reporting and Record Keeping

At Great Oaks School, every concern matters. Staff are trained to report any worry about a child's safety or wellbeing without delay and record it accurately.

Reporting Concerns

- Staff must report all concerns, observations or allegations directly to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately, even after a referral has already been made.
- If a learner is already open to Early Help, a Child in Need or Child Protection Plan, and staff notice a change in behaviour or an unexplained absence, this must be shared with the DSL. The DSL will assess the risk and contact the child's allocated social worker as needed.
- If a crime has been committed or a DSL is unavailable:
 - During school hours, contact the DSL team or Deputy DSL.
 - Out of hours/holidays, contact the Emergency Duty Team on 03000 419191 or 02380 832300 (public line).
 - In an emergency, or if the child is at immediate risk, contact CRS or the police directly.
- If a concern involves mandatory reporting (e.g. FGM, radicalisation), staff may be required to speak with the police. Training ensures staff know when and how to do this.

Recording Concerns

- All concerns must be recorded on CPOMS using clear and factual language.
- Staff should:
 - Include the date, time, and name of the person recording.
 - Use the child's own words if it was a disclosure.
 - Avoid assumptions, opinions or emotional language.
- Concerns should always be recorded first-hand by the person who noticed or heard them.
- If urgent, reporting should not be delayed to complete a written report — write up as soon as possible afterward.
- Safeguarding records are kept securely and separately from the child's main school file. Only relevant safeguarding staff have access.
- DSLs will log follow-up actions, outcomes and reasons for any decisions (e.g., why it was or wasn't referred to CRS).

Not reporting or recording concerns in a timely and appropriate way may lead to disciplinary action, in line with the school's staff code of conduct and disciplinary policy.

Referral

- The Designated Safeguarding Lead (DSL) will review all reported concerns and decide if a child has suffered, or is at risk of suffering, significant harm.
- If the threshold for harm or risk is met—or the DSL is unsure—they will contact CRS for advice or to make a referral.

Informing Parents

- Wherever possible, the DSL will inform parents and seek consent before making a referral.

- However, parental consent is not required if doing so:
 - Places the child at further risk,
 - Could delay action, or
 - Jeopardises any investigation or response.

Involvement in Multi-Agency Work

- The DSL will always attend or submit a written report to any Child Protection or Child in Need meeting. During school holidays, there is a DSL on cover.
- They, or a suitably trained member of staff, will attend meetings and contribute to assessments and planning, ensuring the child's needs and voice are represented.

Transfer of Child Protection or Welfare Records

- It is the sending school's responsibility to transfer safeguarding records promptly when a child moves to a new school or setting.
- If any important safeguarding information needs to be known before Day 1, the DSL can share this early. Both schools should keep a record of this communication.
- In line with KCSiE 2025, consent is not always needed to share safeguarding records if doing so is necessary to keep the child safe.
- When our schools receive early information about a child, we record how and when we received it and what actions were taken.
- This does not replace the full transfer of records.
- If records are not received as expected, we will follow up with the previous setting.
- We follow Southampton City Council guidance for the retention and secure transfer of child protection and welfare records.
- Parental consent is obtained unless sharing without it is necessary to protect the child. These decisions are recorded on CPOMS along with confirmation of receipt by the new school.

Transfer of Educational Records (Not the CTF)

- Southampton City Council recognises educational neglect can happen if important educational records are not transferred to the child's next school or training provider on time.
- This includes records that support assessments and help the child's learning and development.
- Failing to transfer these records may also be neglect under the Special Educational Needs and Disability Code of Practice (2015).
- The transfer process is explained in the Transfer of Child Protection, Child Welfare and Education Learning Records Policy (2020).
- At our schools, we understand that some information important to a child's education goes beyond what's included in the Common Transfer File (CTF).
- We ensure the CTF is transferred on time following legal requirements.
- Any extra relevant information is also shared securely and appropriately, following GDPR and the Data Protection Act 2018.

Staff Recruitment and Pre-Employment Vetting

The Specialist Schools Trust has strong recruitment and volunteer checks to make sure no one unsuitable works with our children.

- We follow **Safer Recruitment** guidelines from **KCSiE 2025** and the Trust's Safer Recruitment Policy.
- Every recruitment panel includes at least one person trained in safer recruitment (updated every 3 years).
- Checks include:
 - Identity verification
 - Enhanced DBS and barred list checks
 - Right to work in the UK
 - Qualifications and professional status (including Teacher Prohibition Orders)
 - References and employment history
 - Mental and physical fitness for the role
 - Additional checks for governors and senior leaders (Section 128 Direction)
 - Disqualification from childcare checks, if relevant
- For people in regulated activity, we follow **KCSiE 2025** guidance.
- For contractors or non-regulated roles, appropriate checks are done according to KCSiE.
- Supervised volunteers are checked as per KCSiE Annex E; barred list checks are not requested for supervised volunteers.
- Staff employed by the Local Authority or Health providers are accepted based on their employer's checks but will have ID verified on site.
- Additional checks are done if someone has lived or worked outside the UK, as per KCSiE.
- If any concerns arise from DBS or other checks, a risk assessment is completed and stored securely. This includes details of who carried it out and decisions made.
- Risk assessments are also done for all volunteers working in or with the School.
- Governors oversee risk assessments and safer recruitment practices.
- We use the DBS Update Service when applicable, following KCSiE rules.
- Separate barred list checks are only done in circumstances allowed by KCSiE 2025.

In our School the staff and governors who are safer recruitment trained are:

Sue Williams	Chair of Governors
Geraldine Lindsay	Headteacher
Angela Hardy	Safeguarding Governor
Katharine Jordan	Business Leader – HR and Administration

Please see the full Safer Recruitment Policy and Procedure for more details.

Single Central Register (SCR)

Great Oaks school maintains a Single Central Register (SCR) that meets all current legal requirements, following KCSiE 2025 and Ofsted's safeguarding inspection guidance (updated August 2021).

- The SCR records all recruitment and vetting checks done on staff, volunteers, and others with access to learners.

- It includes:
 - The type of checks completed
 - Dates of checks
 - Who completed the checks
 - The individual's role, to confirm if they are in regulated or unregulated activity
- When someone's details or role change (e.g., name change), the SCR and related documents are updated promptly, with dates recorded.
- For agency staff, the school receives and checks their safeguarding information from the agency before they start. This information is kept securely and checked.
- The DSL and Safeguarding Governor review the SCR at least once per term. Records of these reviews and any follow-up actions are kept.
- Adults who regularly access the school, like on-site pre-school staff, are also recorded on the SCR and undergo the same checks as staff.

See the Single Central Record Policy for full details.

Regulated or Unregulated Activity

At Great Oaks, we decide if each staff member, governor, or volunteer is doing regulated or unregulated activity. This is recorded on the SCR and determines what checks are needed.

- Regulated activity means the person works closely with children regularly. They must have an Enhanced DBS check with a children's barred list check (and adults barred list if relevant), plus other role-specific checks, following KCSiE 2025 guidance.
- Unregulated activity means the person does not meet the criteria for regulated activity. They will have an Enhanced DBS check without a barred list check, as explained in KCSiE 2025.

We also follow Annex E of KCSiE 2025 for guidance on supervision of volunteers and others who do not do regulated activity.

Teacher Status Checks

We carry out Teacher Prohibition Order checks and other status checks through the DfE secure portal: <https://sa.education.gov.uk/idp/Authn/UserPassword>

- These checks are done for all qualified teachers appointed to any role in our School, including checks for teachers from the EEA or overseas when needed.
- The results of these checks are recorded and dated on the Single Central Record (SCR).
- We also check if any candidates were subject to disciplinary sanctions by the former General Teaching Council for England (GTCE), which existed before 2012, as part of our pre-appointment process.

Section 128 Direction Checks

- We carry out Section 128 Direction checks for all governors and staff in management roles (Head of Department or above).
- These checks are done through the same DfE secure portal used for teacher status checks.
- The date and outcome of each check are recorded on the Single Central Record (SCR).
- Checks are completed when a person is appointed and then repeated termly for relevant roles.

Disqualification under the Childcare Act

The Childcare Act 2006 stops adults who have certain cautions or convictions from working with young children.

Who this applies to:

- Staff, trainees, casual workers, and volunteers who work with children from birth up to the start of Year 1 (Reception age). This includes nursery, reception classes, and any supervised activities like breakfast clubs or after-school care for these ages.
- It also applies to those working in before or after school clubs or holiday clubs for children up to age 8 (outside normal school hours).

This law also covers staff involved in managing these childcare settings.

What we do:

- All relevant staff complete a Staff Suitability Declaration Form.
- Staff must tell the Headteacher immediately if anything changes that might affect their suitability under this law. This responsibility only applies to the individual staff member themselves.
- If a staff member is affected, we will get advice from the Local Authority Designated Officer (LADO) to manage the situation properly and keep all children safe.

Note: This self-declaration is separate from other suitability checks required by safeguarding laws (KCSiE 2025).

Staff Induction

The DSL in each school will provide all new staff with training to help them understand their role and key safeguarding responsibilities. This includes:

- The Safeguarding and Child Protection Policy
- Duties under Prevent
- Duty to report Female Genital Mutilation (FGM)
- Personal and Professional Conduct Policy
- Part One of KCSiE 2025

This induction training might be part of the annual training if it happens around the same time, or it will be done separately when a new staff member starts.

We keep records of all training completed and check that staff understand the information.

Please see the Induction Policy for more details.

Induction of Volunteers

Volunteers will receive induction training based on their role and after a risk assessment is done for each person. This will cover:

- What they need to do to keep children safe
- How to spot and report any concerns or incidents
- What to avoid to protect children

We will also explain their specific role and responsibilities, including whether their role involves regulated, unregulated, or relevant activity (for FE College).

Staff Code of Conduct

All staff and volunteers must follow a clear code of conduct when working with learners and their families. This is covered in the Personal and Professional Conduct Policy and is part of every staff member's induction. The code explains how staff should behave, how to address inappropriate

behaviour (including sexual abuse, harassment, or discrimination), and what to do if they have concerns about any adult working with children. Concerns should be reported to the school's DSL, Headteacher, or if needed, the Chair of Governors.

Training

All school staff should know how to spot signs of abuse and how to respond. Every year, the school provides safeguarding training for all staff. New staff get training when they start, even if it's at a different time of year.

The Designated Safeguarding Lead (DSL) will complete special training for their role and must refresh this training every two years. They also get updates each year and stay informed throughout the year by attending meetings, reading articles, or doing research. The DSL keeps a record of how they stay up to date. If there are any changes in national or local safeguarding guidance, staff will be informed right away. These changes will also be included in the next school-wide training. Records of all updates are kept, and the safeguarding policy is updated as needed. The DSL checks once a year to make sure updates are working well.

Visitors should be clearly informed about who the DSL is and how to contact them if they have any concerns. They should also be told about school rules, such as not using mobile phones.

Staff Responsibilities

All staff have an important role in spotting concerns early and taking action to help children. This may include referring a child to Early Help services or to the Local Authority's Children's Services when needed.

Confidentiality

- Staff can speak to the Designated Safeguarding Lead (DSL) if they are unsure about concerns or what to share.
- Child protection matters are private and should only be shared when necessary, following government guidance.
- Information is only shared with trusted agencies we are required to work with or school staff who need to know.
- Staff must never promise to keep a child's secret.
- If someone breaks confidentiality, they may need further training or face disciplinary action.
- All decisions are made in the best interests of the child. Records are kept securely, with access controlled by the DSL.

Reporting and Recording concerns

- Concerns must be reported without delay. Timely reporting helps keep children safe.
- If a child with a Child Protection Plan or Child in Need Plan is absent without explanation, staff must inform the DSL immediately. The DSL will contact the child's social worker or protection chair.
- Any new concerns or updates after an initial referral must still be reported to the DSL. One report does not mean the child is now safe.
- If a child is not on a plan, staff should record concerns on CPOM. But if it's an emergency, go directly to the DSL in person—do not assume they have seen the online alert.
- All recordings must be factual and objective—not based on personal opinions.
- If there is a physical injury, staff must complete a body map as part of the report.

- When in doubt or if you're unsure how to act, always speak to a DSL right away.

How to Escalate a Professional Disagreement

Keeping children safe always comes first. If staff or professionals disagree about how to handle a safeguarding concern, it must not delay action to protect the child.

- If a disagreement can't be resolved, the DSL and a line manager will work together to sort it out. A brief email or written note should be kept by both parties.
- If someone still feels the response from another professional or agency is not right, they should contact the relevant manager and follow the SSCP/HIPS escalation procedures.
- Staff can also ask Southampton City Council (SCC) officers for advice.
- SCC offers a monthly DSL drop-in session, where safeguarding leads can raise concerns or talk through issues before they need to escalate them. This helps keep the child protection process working well.

Allegations Against Staff

If there is a concern or allegation about a staff member, it must be reported immediately, usually to the Headteacher. If the concern is about the Headteacher, it should be reported to the governing body.

Contact for Allegations (LADO):

Jemma Swann – Southampton City Council

Phone: 023 8091 5535

Email: LADO@southampton.gov.uk

Key Points:

- Every school in the Trust follows clear procedures for dealing with allegations against staff.
- These include how and who to report to, and the Local Authority Designated Officer (LADO) contact details.
- Allegations may involve transferable risk – where concerns outside school still raise risks to children in school (as outlined in KCSiE 2025).
- Staff must understand how to report and respond to any concern about adults working with children, even if it seems low-level.
- The Staff Code of Conduct and duty to report will be regularly reviewed and updated if needed.

False or Malicious Allegations:

- If an allegation is found to be false, unfounded, or malicious, the DSL will consider support for the child who made it.
- If the report was deliberately invented, the school may take disciplinary action, following the behaviour policy.

Legal Duties:

- If a member of staff or agency worker is dismissed (or would have been dismissed had they not resigned) due to safeguarding concerns, the school must refer the case to the DBS. Not doing so when required is a criminal offence.
- For serious misconduct, the school must also consider referring the case to the Teaching Regulation Agency, with HR guidance.

References:

- If an allegation is proven, this must be clearly stated in any job references, especially if the person will be working with children again.
- If the allegation is false or unfounded, that must also be made clear.

• Whistleblowing

All staff and volunteers should feel confident to speak up if they are worried about:

- Poor or unsafe practices
- Failures in safeguarding

These concerns will be taken seriously by the Senior Leadership Team (SLT).

How to Report a Concern

- Staff should raise concerns with their school's SLT first, following the Whistleblowing Policy.
- If you feel unable to raise the concern with the school, or you feel it hasn't been handled properly, you can use other whistleblowing channels.

Management & Leadership

At Great Oaks, we are committed to maintaining a strong safeguarding culture. Everyone—staff and governors—has an important role in keeping children safe.

Role of the DSL (Designated Safeguarding Lead)

Our DSL is:

Grace Kent – gracekent@greatoaks.school

- The DSL is part of the Senior Leadership Team (SLT) and has had specialist safeguarding training (renewed every 2 years).
- The DSL attends Local Authority safeguarding network meetings to stay informed about new guidance and local priorities.
- The DSL keeps staff updated, reviews the safeguarding policy when needed, and oversees staff training and safeguarding records.

Key responsibilities of the DSL:

- Make sure all staff know how to raise a safeguarding concern
- Ensure staff understand the signs of abuse, neglect, or exploitation
- Refer concerns to children's social care
- Monitor students with child protection plans
- Keep accurate, secure records of concerns

Additional responsibilities (as set out in Annex C of *Keeping Children Safe in Education 2025*) include:

- Managing referrals
- Delivering or arranging training
- Raising awareness across the school
- Oversight of monitoring and filtering across the school.
- Awareness of AI guidance.

Staff Training & Record Keeping

- All staff receive safeguarding training every year, with extra updates as needed.
- Staff must confirm they have attended, read, and understood all safeguarding information shared.
- Staff are held accountable for how and when they report concerns.
- Records of concerns are monitored through CPOMS.

Leadership Responsibilities

- Safeguarding is everyone's responsibility. All staff and governors must actively support a culture that puts children's welfare first.

- Clear guidance, training, and support are in place to help staff feel confident in raising concerns.
- Any staff member can speak directly to a DSL at any time if they are worried about a child.

Safeguarding Governance

Each school has a nominated Safeguarding Governor who:

- Monitors the effectiveness of safeguarding in school
- Ensures the school meets legal safeguarding duties
- Receives training for this role

The Governor responsible for managing any allegation against the Headteacher is also named separately.

Governing Body Roles:

- **Chair of Governors:** Sue Williams
- **Safeguarding Governor:** Angela Hardy
- **Governor for Allegations Against Headteacher:** Sue Williams

All governors are required to read *KCSiE 2025* and confirm they understand their responsibilities. These records are kept with governing body documentation.

Governance

Below is a list of the key people responsible for safeguarding and how to contact them.

Designated Safeguarding Leads

Lead DSL (Designated Safeguarding Lead):

Grace Kent – Assistant Headteacher for Safeguarding

Email: gracekent@greatoaks.school

Deputy DSLs:

- **Geraldine Lindsay**, Headteacher – geraldinelindsay@greatoaks.school
- **Tony Parkes**, Deputy Headteacher – tonyparkes@greatoaks.school
- **Andy Vivian**, Director of Teaching and Learning – andrewvivian@greatoaks.school
- **Lynne McKeown** -
- **Tracey Harris**, Pathway 1 Manager South Site – traceyharris@greatoaks.school
- **Sarah Hogg**, Pathway 1 Manager West Site – sarahhogg@greatoaks.school
- **Natalie Woodhouse**, Pathway 2 Manager – nataliewoodhouse@greatoaks.school
- **Rory King**, KS4 Pathway 3 Manager – roryking@greatoaks.school
- **Sarah Morrish**, KS3 Pathway 3 Manager – sarahmorrish@greatoaks.school
- **Graham Carter**, Personalised Learning Manager – grahamcarter@greatoaks.school
- **Ilda Ourique**, Designated Teacher – ildaourique@greatoaks.school
- **Jo Goodrich**, Welfare Officer – jogoodrich@greatoaks.school

Statutory Guidance & Frameworks

Keeping Children Safe in Education (2025) - Mandatory guidance for all school staff and governors; outlines recruitment, reporting, DSLs, peer-on-peer abuse, online safety [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Working Together to Safeguard Children (2023) - Sets multi-agency collaboration expectations across local authorities, schools, police, etc. [Southampton Children's Services Procedures Manual](https://www.southampton.gov.uk/media/1000000/southampton-childrens-services-procedures-manual.pdf)

Information Sharing: Advice for Practitioners 2018 - Rules for sharing data safely and appropriately for safeguarding [Information sharing advice for safeguarding practitioners - GOV.UK](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners)

NSPCC Guidance / Ofsted Frameworks - Offers practical tools and inspection checklists; schools are assessed on safeguarding procedures learning.nspcc.org.uk

National Legislation

Children Act 1989 & 2004 - 1989: Child's welfare is paramount; empowers local authorities to intervene [Children Act 1989](#) 2004: Reinforces multi-agency coordination, established Local Safeguarding Children Boards (LSCBs), section 11 duties for local authorities [Children Act 2004](#)

Education Act 2002 (especially s. 175) - Requires schools/LEAs to design and implement safeguarding and child protection policies; provide staff training learning.nspcc.org.uk.

Education and Inspections Act 2006 - Adds duty for governing bodies to promote pupil well-being, including harm protection

Education Act 2011 - Regulates disciplinary powers, teacher conduct reporting, induction, and reinforces safeguarding standards [Education Act 2011](#)

Education and Adoption Act 2016 - Enables swift intervention in underperforming schools; not directly safeguarding, but aids Ofsted regulatory oversight

Education & Training (Welfare of Children) Act 2021 - Extends safeguarding to all publicly funded post-16 and T-Level providers

Children and Social Work Act 2017 - Focuses on looked-after children and care leavers; strengthens multi-agency cooperation

Counter-Terrorism and Security Act 2015 (Prevent Duty) - Obliges schools to prevent radicalisation; promote 'British values' .

Equality Act 2010 - Public-sector equality duty; prohibits discrimination—applies directly in safeguarding policies .

Human Rights Act 1998 - Protects against inhuman treatment and upholds privacy—essential in safeguarding practices .

Data Protection Act 2018 & GDPR - Ensures safe handling of personal data; supports justified information-sharing in safeguarding .

Sexual Offences Act 2003, Serious Crime Act 2015, Voyeurism Offences Act 2019 - Control harmful sexual conduct issues; relevant to peer-on-peer abuse in schools

Useful Links:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

<https://www.southampton.gov.uk/media/vxadnggz/safeguarding-guidance-transfer-of-child.pdf>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.southampton.gov.uk/media/owofelhk/152-53-pathway-document-v9.pdf>

<https://www.southampton.gov.uk/children-families/childrens-social-care/southampton-safeguarding-children-partnership/>

Related Documents

This document should be read in conjunction with other School Policies, including those relating to:

- Disciplinary Policy and Procedure
- Grievance Policy and Procedure
- Touch Policy
- Complaints Policy
- Education Off-Site Policy
- Behaviour Policy
- Personal and Professional Conduct Policy
- Prevent Policy
- British Values Policy
- Curriculum Policy
- Attendance Policy
- Education Relationships and Relationships and Sex Education (RSE) and Health Education Policy
- Anti-Bullying Policy
- E-Safety Policy
- Remote Learning Policy
- Social Media Policy
- Major Incident Emergency Closure (Including Lockdown) Policy
- Medication Administration Policy
- Dysphagia and Feeding Policy
- First Aid Policy
- Safer Recruitment Policy and Procedure

- Single Central Record Policy
- Disclosure and Barring Policy
- Recruitment of Ex-Offenders Policy
- Induction Policy

All policies are in the Shared Staff Drive.

Complaints

Any employee is entitled to make a complaint in respect of any breach of this Policy through the School's Grievance Policy and Procedure.

Appendix 1: Transporting of Pupils by Parents

Draft example letter:

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Head should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The Head or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, you are requested to inform the school if your circumstances change and you can no longer comply with these arrangements. This includes ensuring that you inform the school if you are experiencing any of the main COVID symptoms for which you would be required to book a test, and not carry out any volunteering duties until negative test results or any isolation period is completed as per guidance from Public Health England or a health professional.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher

DECLARATION FORM TRANSPORTING PUPILS VOLUNTEERS

Safeguarding statement

At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers to be checked through arrangements with the Disclosure and Barring Service, for example if they are volunteering and in regulated activity - ie who have regular unsupervised access to young people . A risk assessment will be carried out for all volunteers working with children arranged by the school and held in the personnel files, and reviewed where there is significant time between acts of volunteering.

All parents/ carers who undertake volunteering for transport or other activities arranged by the school are also asked to ensure they follow any relevant CURRENT Public Health information, for example regarding COVID-symptoms.

All drivers must:

- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle
- Ensure that they are NOT presenting COVID symptoms or haven't been given specific advice to follow regarding any health/ potential health condition/ should not be self-isolating or shielding or are awaiting the outcome of a covid-19 test.

Insurance:

- Maintain valid insurance, as a minimum, for third party liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:

- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them.

I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature:

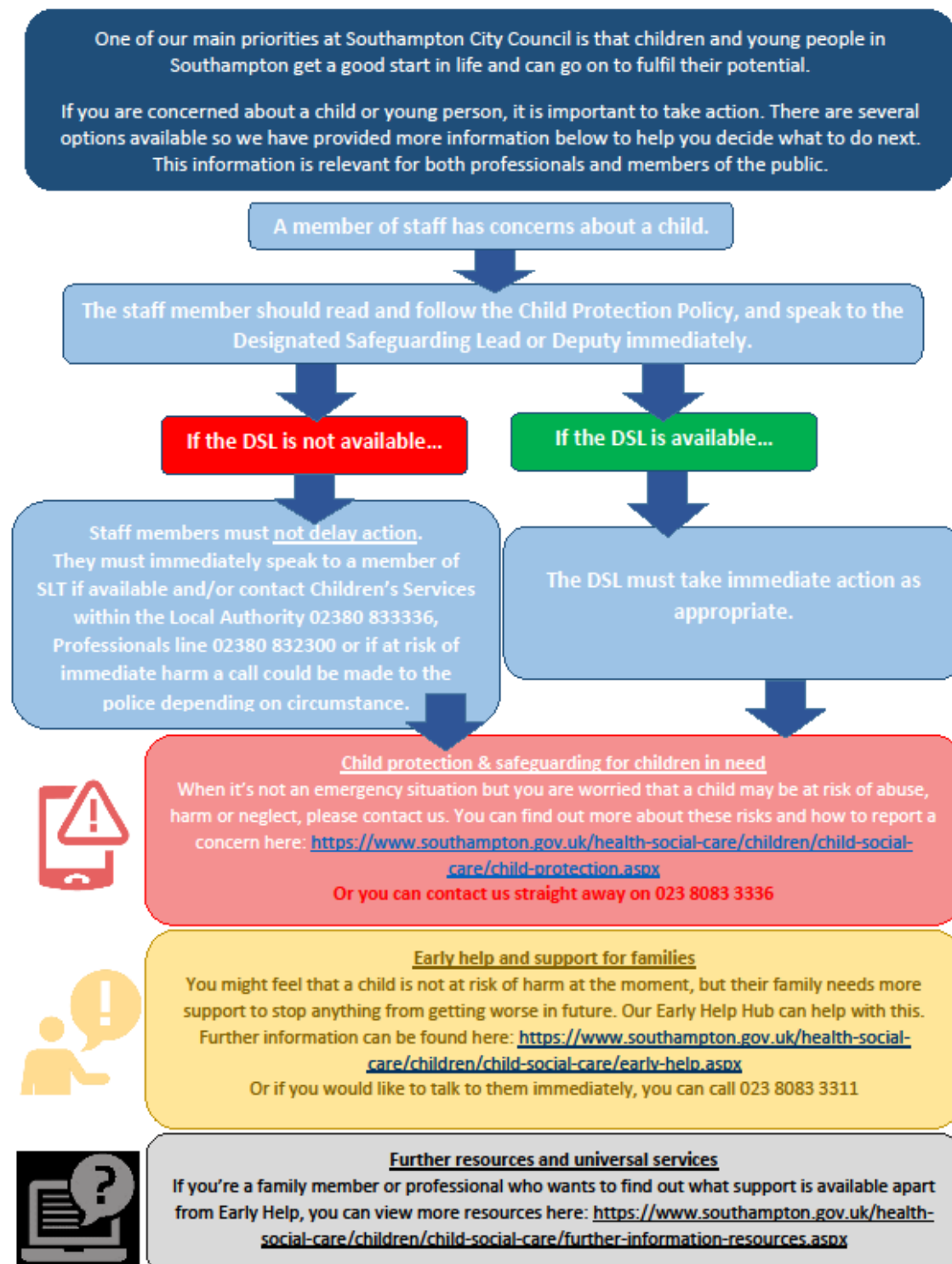
Date:

Name (Please print)

Number of seats in vehicle:

Appendix 2: Safeguarding Concerns Flowchart

What do to if you have safeguarding concerns?



Appendix 3: Prevent Referral Form

The School should complete this form when considering it is a prevent referral and send attached to a **secure email to MASH**. MASH can be contacted for advice. Children's Services should be contacted for referrals relating to children. Adult Services should be contacted for referrals relating to adults.

Any queries before referral contact should be made with the appropriate service team advice can be sought by contacting with team prior to referral.

REFERRAL PROCESS	
By sending this form you consent for it to arrive with both your dedicated Local Authority safeguarding team & Prevent policing team for a joint assessment. Wherever possible we aim to give you feedback on your referral, please be aware, however, that this is not always possible due to data-protection & other case sensitivities. Once you have completed this form, please email it to: *USE YOUR AGREED PREVENT REFERRAL PATHWAY* If you have any questions whilst filling in the form, please call: 01865 555618	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS	In as much detail as possible, please describe the specific concern(s) relevant to Prevent.
FOR EXAMPLE: • How / why did the Individual come to your organisation's notice in this instance? • Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here.	
COMPLEX NEEDS	Is there anything in the Individual's life that you think might be affecting their wellbeing or that might be making them vulnerable in any sense?
Please Describe	
FOR EXAMPLE: ☐ Victim of crime, abuse or bullying. ☐ Work, financial or housing problems. ☐ Citizenship, asylum or immigration issues. ☐ Personal problems, emotional difficulties, relationship problems, family issues, ongoing court proceedings. ☐ On probation; any erratic, violent, self-destructive or risky behaviours, or alcohol / drug misuse or dependency. ☐ Expressed feelings of injustice or grievance involving any racial, religious or political issue, or even conspiracy theories.	

ⓧ Educational issues, ⓧ Please describe any	developmental or behavioural difficulties, mental ill health (see Safeguarding Considerations below). other need or potential vulnerability you think may be present but which is not mentioned here.
OTHER INFORMATION	Please provide any further information you think may be relevant, e.g. social media details, military service number, other agencies or professionals working with the Individual, etc..

Appendix 4: Prejudicial Language and Behaviours (PLAB) Toolkit

Bullying and Prejudice-based Incident Report Form

Example Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying

☐

Prejudice-based
incident

☐

Both

☐

Concern raised by:

Victim

☐

Perpetrator

☐

Third party –
staff

☐

Child/young person

☐

Parent/carer

☐

Other

☐

Where did the incident take place? Tick all that apply.

Bus

☐

Corridor

☐

Park

☐

Taxi

☐

Classroom

☐

Playground

☐

Toilets/Cloakroom

☐

Locker/changing room

☐

Online/social
media

☐

On the way
to/from school

☐

Other (please describe below)

☐

Other

Details of reported bullying/incident (please include any derogatory language used):

--

Name and age/year/tutor group of target/s (some incidents may not have a target):

--

Ethnicity of target (please refer to Appendix 4 for ethnic groups):

--

Gender of target: Name and age/year/tutor group of perpetrator/s:

--

Name and age/year/tutor group of perpetrator/s:

--

Ethnicity of perpetrator (please refer to Appendix 4 for ethnic groups):

--

Gender of perpetrator:

--

Bullying/incident was to do with:

(Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 1.

Disability/special educational needs/medical condition/mental health

Ethnicity/race

Gender identity

Religion/belief

Sex

Sexual orientation

Pregnancy

Expressing/supporting extremist views

Other (please describe):

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance

Home circumstances/socio-economic factors

Other (please describe):

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying

Damage to property

Indirect/social

Physical Abuse (against staff)

Physical Abuse (against pupil/student)

Possession/distribution of offensive materials

Sexual abuse/harassment (against staff)

Sexual abuse/harassment (against pupil/student)

--

Verbal Abuse (against staff)

--

Verbal Abuse (against pupil/student)

--

Other (please describe):

--

Frequency and duration of behaviour:

--

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?

--

Does the victim need additional support?

--

Is this a repeat victim?

--

Is this a repeat perpetrator?

--

Are any of the individuals at risk of radicalisation?

--

For school use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).

If appropriate to your setting:

Restorative approaches used?

Yes/No

Date recorded on school electronic behaviour record:

--

Bullying and Prejudice-Based Incidents

Bullying or prejudice may be linked to one or more of the following:

- **Disability/Special Educational Needs/Health** – targeting someone with a disability, additional need, medical condition, or mental health difficulty, or because of their association with someone who has these.
- **Ethnicity/Race (Racism)** – targeting someone due to their ethnic background, skin colour, culture, language, or perceived race.
- **Gender Identity (Transphobia)** – bullying or derogatory behaviour towards transgender people, those perceived as transgender, or those who do not conform to typical gender norms.
- **Religion/Belief** – targeting someone because of their faith, beliefs, lack of belief, or assumptions made about these.
- **Sex/Sexist Bullying** – language or behaviours that demean or harm because of sex or gender, including misogyny or misandry.
- **Sexual Orientation** – bullying linked to sexual orientation, perceived orientation, or association with someone who is lesbian, gay, bisexual, or questioning.
- **Appearance** – negative treatment based on looks, clothing, body shape, or style.
- **Home Circumstances** – bullying linked to family background, income, looked-after status, or caring responsibilities.
-

Forms of Bullying Behaviour

- **Cyberbullying** – online abuse via phones, gaming, or social media.
- **Damage to Property** – stealing, graffiti, or damaging belongings.
- **Indirect/Social** – spreading rumours, gossip, exclusion, intimidation.
- **Physical Abuse** – hitting, pushing, tripping, spitting, etc.
- **Offensive Materials** – creating or sharing offensive or inappropriate content.
- **Sexual Harassment/Abuse** – unwanted sexual comments, gestures, or behaviour.
- **Verbal Abuse** – name-calling, threats, ‘banter’, or derogatory language.

Ethnicity Descriptions and Codes

Ethnicity description	Ethnic Code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH