



**Child Protection and
Safeguarding Policy for
Oxford Sixth Form College**

Consistent with Keeping Children Safe in Education 2024

Date agreed and
Governing Body:

ratified by

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Substantive Changes from 2024

Review August 2025

- Definition of Safeguarding to align with Working Together to Safeguard Children 2023 (page 3)
- Early Help to reflect the revised Working Together to Safeguard Children 2023 (page 7 and 9)
- Abuse & Neglect – amended to include ‘exploitation’ (page 23 and 24)
- Indicators of Abuse & Neglect to include where they see, hear, experience its effects when referring to domestic violence (page 25)
- Included ‘deliberately missing education’ to reflect the revised definition of unexplained and/or persistent absences from education (page 34)
- Data Protection Act 2018 and UK GDPR requirements (page 40)
- ‘Alternative Provision’ text added to clarify the college remains responsible for students we place in alternative provision (page 36)
- Links to NSPCC added to the advice on protecting children with SEN, deaf and disabled children and young people (page 37)
- Children who are lesbian, gay, bisexual or questioning their gender – disclaimer added, and additional text includes further clarification to comply with gender questioning children guidance terminology (page 18)
- ‘Children in the court system’ – two separate age appropriate guides for schools to support in the court system, links now include (page 27)
- ‘Holding and sharing information’ – further guidance added regarding the rational for making decisions (page 5)

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1 INTRODUCTION

The proprietors and staff at Oxford Sixth Form College (OSFC) are fully committed to their responsibility to safeguard and promote the welfare of all our students. We aim to create a caring, secure environment in which young people feel safe, respected and valued, and in which their welfare is paramount. All our systems, processes and policies at OSFC operate with the best interests of the student at their heart.

We recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children. This policy applies to all teaching and non-teaching staff at OSFC, including temporary staff, volunteers, proprietors and governors. It is an expression of our commitment to safeguarding in all aspects of the life of the college, and to working together with other agencies in order to ensure that we have effective systems and procedures within the College to identify, assess and support any children who may be suffering from harm, at risk of suffering from harm, or in need of additional support. College staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating (KCSIE 2024).

It is essential that everybody working in the College understands their safeguarding responsibilities. The policy aims to raise the awareness of all staff of their responsibilities in identifying and reporting possible cases of abuse or of instances where a child is thought to be at risk. It also aims to ensure that there are structured procedures within the College which are understood by all staff and which will be followed by all members of the College community in cases where abuse or the risk of harm are suspected.

The policy, including the Code of Conduct, is sent with their contracts of employment to all newly appointed staff who are asked to confirm that they have read and understood it. It is part of the Safeguarding training, which forms part of their induction. Staff receive annual refresher training and Generalist training at least every three years. They are alerted, usually by email, to periodic revisions to the policy and procedures, any updates or changes in government guidance and opportunities for specific training or articles of interest, e.g. NSPCC News email, OSCB newsletter, LADO and TVP briefings.

The policy is reviewed and updated by the safeguarding team in the light of experience and of the latest guidance and regulations. It is posted on the College's website, and copies are available on request to parents and anyone associated with the College.

It is written with regard to the following documents as per the Regulatory Framework:

- Keeping Children Safe in Education 2024
- KCSIE 2024 incorporates the additional statutory guidance,
- Disqualification under the Childcare Act 2006 (September 2018)
- [‘Working Together to Safeguard Children’](#) (DfE, 2018, revised 2023)
- [The ISI Handbook for the inspection of school, The Regulatory Requirements, September 2023](#) (Updated April 2024)
- [‘What to do if you’re worried a child is being abused – advice for practitioners’](#) (March 2015)
- [What to do if you think a child is at risk of abuse of neglect - Oxfordshire Safeguarding Children Board \(OSCB.org.uk\)](#)
- [Working Together to Safeguard Children 2023](#) refers to the non-statutory but important advice: Information sharing (2018)

- The [Children Acts 1989](#) and [2004](#)
- [The Education Act 2002](#)
- [The Human Rights Act 1998](#)
- [Equality Act 2010: advice for schools](#) (Amendment 2024)
- <https://www.gov.uk/government/publications/prevent-duty-guidance> (December 2023) [The use of social media for on-line radicalisation](#) (July 2015)
- [‘Signs, symptoms and effects of child abuse and neglect’, NSPCC factsheet](#)
- [OSCB Multi-Agency Toolkit](#)
- [Guidance material published on the website of the Oxfordshire Safeguarding Children Board](#)
- [The National Minimum Standards for Boarding Schools](#) (September 2022)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)
- [Mental health and behaviour in schools \(2018\)](#)

2 THE RESPONSIBILITIES OF THE PROPRIETORS

The Board of Governors holds the responsibility for safeguarding. All governors receive appropriate safeguarding and child protection (including online) training at induction and their training is regularly updated. The Board are fully aware of their responsibilities and obligations, and committed to providing strategic challenge to test and assure themselves that the College’s safeguarding policies and procedures are compliant with all current legislation and that they are effective and support the delivery of a robust whole College approach to safeguarding.

The Board of Governors are aware of the safeguarding partners and the local arrangements regarding safeguarding partners and the child death review partner. They recognise their duty to work together with the local authority and the chief officer of police to safeguard and promote the welfare of local children including identifying and responding to their needs.

The Board of Governors are also aware of their obligations to provide a co-ordinated offer of early help when additional needs of children are identified, and to operate safeguarding procedures in line with locally agreed inter-agency procedures to provide additional support to children subject to child protection plans.

The Board of Governors are aware of their obligations under the Human Rights Act (1998), the Equality Act (2010 & 2023) and the Oxfordshire Multi-Agency Safeguarding (MASH) arrangements. The Board of Governors are aware that being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach some articles of the Human Rights Act. The Board of Governors are also aware that schools and colleges have obligations under the Equality Act (2010) that they must not unlawfully discriminate against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). The Board of Governors will carefully consider how they are supporting students with regard to protected characteristics and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children.

The Board of Governors will ensure that online safety is a running and interrelated theme in the whole College approach to safeguarding. This includes ensuring that the College has appropriate filtering and monitoring processes in place, that their effectiveness is regularly reviewed, and that the leadership team and staff have an awareness and understanding of the provisions in place, manage them effectively, have an understanding of expectations applicable to roles and responsibilities, and know how to escalate concerns when identified. The Designated Safeguarding Lead should take lead

responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

The Chair of the Board of Governors is nominated, as well as the Principal, to liaise with the local safeguarding board and any partner agencies on issues of child protection. The Chair is also nominated to deal with any allegations of abuse which may be made against the Principal.

The Board of Governors includes a governor (Sue Hill) who holds a specific role regarding oversight of the College's safeguarding policy and procedures. This governor will contribute to the annual safeguarding report which is submitted to the Board of Governors and will attend the annual Safeguarding Review meeting. This governor will also be consulted by the DSL as and when appropriate on revisions to this policy and on keeping abreast of the latest DfE and ISI guidance. The Board of Governors undertakes an annual review of the College's safeguarding policies and of all procedures for dealing with any issues relating to them. This includes a review of the speed and efficiency with which such procedures may have been applied in practice. A record of the College's safeguarding report, which is presented to the Board at the annual safeguarding review, is sent to the Oxfordshire Safeguarding Children's Board (OSCB) following the review meeting. The Board of Governors and Proprietors have an obligation under the Data Protection Act 2018 and the UK GDPR to process personal information fairly and lawfully and to keep the information they hold safe and secure; however, this should never prevent the sharing of information for the purposes of keeping children safe.

Given the critical importance of ensuring best practice at all times when dealing with issues of child abuse, any deficiencies or weaknesses in the College's child protection arrangements that may come to light at any point will be remedied without delay.

In all matters relating to child protection OSFC will follow the procedures laid down by the Oxfordshire Safeguarding Children's Board (OSCB).

3 SAFEGUARDING – A DEFINITION

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment Providing help and support to meet the needs of children as soon as problems emerge
- Preventing impairment of children's mental and physical health or development Protecting children from maltreatment, whether that it is within or outside the home, including online
- Ensuring that children are growing up in circumstances that are consistent with the provision of safe and effective care Preventing the impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes flourish and to achieve their full potential as people and as members of the College and of the wider community.

The aim of safeguarding is to enable children to have optimum life chances and to enter adulthood successfully.

What's the difference between Safeguarding and Child Protection?

Safeguarding is a broader term than child protection and is proactive in mitigating risk to children by putting measures in place to keep children safe. It encompasses all the elements set out above and is what a school or college should do for all children. Child Protection is part of this definition and refers to reactive activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Policies and procedures for Child Protection are, therefore, included in the Safeguarding policy and procedures.

Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this must be reported to children's social care immediately. Action must also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances must be addressed through inter-agency assessment using local processes.

4 STAFF WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING AT OXFORD SIXTH FORM COLLEGE

4.1 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead must be a senior member of staff who can operate with sufficient independence to that of the proprietors. The Designated Safeguarding Lead (DSL) at OSFC is the Principal, Carole Nyssen.

4.2 Other staff with designated responsibilities for safeguarding and child protection

As a College that has more than one teaching or boarding site, OSFC has a number of staff with designated responsibilities for child protection and safeguarding matters within the College. They are:

- Carole Nyssen (Principal), the College Designated Safeguarding Lead
- Sevi Spicer (Director of Student Services), Deputy Designated Safeguarding Lead
- Zig Powell (Head of House), Safeguarding Officer
- Szilvia Fazekas (Head of House), Safeguarding Officer
- James Platt (Teacher), Safeguarding Officer
- Carlota Collins (Teacher), Safeguarding Officer

Members of staff may communicate a safeguarding or child protection concern to any of the colleagues named above; and any of them may deputise for the DSL in her absence.

Contact details for the Designated Staff are provided in Section 22 below.

4.3 Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL takes the lead responsibility for safeguarding and child protection, including on-line safety. With the help and support of the other staff with designated responsibility, the DSL is responsible for: raising awareness and ensuring that the College's safeguarding policies are known and used

appropriately by all members of the College community; offering guidance, advice and support to other colleagues where needed ensuring that prompt contact is made, by her or by another of the Designated Staff, with children's social care where there are concerns that a child may be at risk or in need of help, managing links with the OSCB and any referrals that may need to be made to the children's social care and/or the LADO and, where appropriate, also to the DBS, the TRA or the police; and ensuring that all staff at the College receive the necessary Safeguarding induction and training on appointment, and that this is renewed at the required intervals.

The DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and College leadership staff.

The DSL will ensure that the College complies with the safeguarding partner arrangements, contributing to multi-agency work by working with the local authority, the Integrated Care Systems and the chief officer of police.

The DSL is responsible for holding and sharing information about students. When new students are joining the College information is shared with key staff where appropriate, such as the SENCO, and for outgoing students with the new School or College securely to enable them to have the support in place when that child arrives.

As our responsibilities under the Prevent Duty are a part of our broader Safeguarding responsibilities, the DSL is also the 'Prevent designated lead'.

The Designated Safeguarding Lead will provide briefings to the College on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with Working Together to Safeguard Children (2023). These will occur annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, e-bulletins and staff meetings), to provide them with the skills and knowledge to safeguard children effectively.

In Line with KCSIE, on-line Safety, including understanding the filtering and monitoring systems and processes in place, is a component of the DSL's responsibilities. The DSL will ensure that all staff are aware of the assigned roles and responsibilities to manage the filtering and monitoring systems, how they work and why they are in place. This is explicit in the DSL's Job Description.

The role and responsibilities of the DSL and of the other members of the Designated Staff team are set out in detail in their respective job descriptions and follow the guidance provided in KCSIE (Annex C).

The DSL is responsible for managing referral:

- Refer cases to MASH and the police, where appropriate, in a timely manner avoiding any delay that could place the child at increased risk
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

Refer to the Oxfordshire Threshold of needs to assist with decision making - [Oxfordshire-Thresholdof-Needs-2021.pdf \(OSCB.org.uk\)](#)

- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding, including contextual safeguarding.

- Have responsibility to ensure there is at least one key adult for 'Operation Encompass'* and a point of contact for Child Exploitation. *Guiding principles of the scheme are here <https://www.operationencompass.org/school-participation>. An annual information letter must be sent to parents.
- To ensure that the Local Authority are notified if children have unexplainable and/or persistent absences from education are persistently absent or missing from education

The DSL is also responsible for reporting to the Board of Governors annually on all significant aspects of Safeguarding policy and procedures.

4.4 Independent Person for boarders

All boarding schools are required to nominate an 'Independent Listener'. The Independent Person is someone who is not a member of the College staff and whom boarders may contact if they wish to communicate any concerns that they don't feel able to discuss directly with staff.

Our Independent Person is Christa Findon. Her name and contact details are posted in all our teaching buildings and boarding houses.

4.5 Supporting children

Our College will support all students by:

- ensuring the content of the curriculum includes social and emotional aspects of learning; Through PSHE, RHSE and other curriculum contexts, and ensuring that students are taught about safeguarding so that they 'recognise when they are at risk and how to get help when they need it'
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly (see eSafety policy)
- encouraging students to talk about feelings and deal assertively with pressures and are listened to providing students with a range of appropriate adults to approach as needed
- supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying; (The anti-bullying policy is located on our website and is available to staff in our shared drive)
- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse including Early Help (see 6.1) and preventative services
<https://www.gov.uk/government/publications/promoting-children-and-young-peopleemotional-health-and-wellbeing>
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>
- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.

- having a behaviour policy that is aimed at supporting vulnerable students in the College. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence and sexual harassment.
- acknowledging the importance of ‘contextual safeguarding’, which considers wider environmental factors in a student’s life that may be a threat to their safety and/or welfare. (Working together to safeguard children (2023) and KCSIE 2024).
<https://www.contextualsafeguarding.org.uk/>
- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to College, and at other times, the College will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CWFC) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.

4.6 Supporting students who are aged 18 or over

Some students who apply to Oxford Sixth Form College may, for a variety of reasons, be older than would be typical for Sixth Form students in the UK. This could be because, for example, they have taken time out from education for health reasons, or because the educational system in their own country has a different structure. If they are 17-18 years old at the point of entry, they will then turn 19-20 years old during their two-year A level programme. It is therefore important that the College considers any safeguarding and/or welfare concerns that may arise as a result. This document aims to manage the risk to younger students from having 18+ students in the College and boarding as well as additional risks to the 18+ students themselves.

Students who have moved through the College and then become “adults” can provide invaluable support and role modelling for younger students social, emotional and academically development. This can be from a perspective that staff would not necessarily have.

Students who are 18 + have greater legal freedoms than the general College population. This includes age of consent, ability to access 18+ films and media content, visiting 18+ venues and consuming alcohol. They could also have access to financial services and credit contracts. Older students could have different peer groups, motivations, and priorities, but may not have developed the attitude skills and knowledge relating to their rights and responsibilities.

Often the simple fact of becoming 18 years old will not have an impact on their behaviour but it is important to recognise the potential risk for that student and the impact/risk they might have on younger students.

When students become ‘adults’ they will often need to access different local services such as adult mental health services and safeguarding and support services. Key staff need to understand how to access these services as well as have knowledge of safeguarding issues for adults. Please refer

to the 18+ Risk Assessment on Spera for more information. See page 57 for Adult Mental Health Services details.

5 OXFORD SIXTH FORM COLLEGE POLICY ON SAFEGUARDING – PRINCIPLES

- The central principle is that our approach must always be child-centred and that the welfare of the child is the paramount consideration. In all situations, and in particular where there may be a potential conflict of interest, the child's best interests must always be the primary aim of every action or decision.
- All staff should be aware that safeguarding incidents can happen anywhere and at any time, and that they are required to be alert to any possible concerns. Safeguarding incidents can be associated with external factors outside of the College or family, so other contextual factors should be considered.
- All staff in College have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. In such circumstances all staff have a responsibility to take appropriate action, working with other services as needed.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or be threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.
- All staff in College have a responsibility to identify children who may benefit from 'early help'. 'Early help' is providing support for children of all ages as soon as a problem emerges and reduces the chances of the problem getting worse. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour and may prevent escalation of sexual violence. In the first instance, staff should discuss early help requirements with the DSL who will, where appropriate, refer the issue to children's social care who, in turn, may initiate an 'early help assessment'. Staff may be required to support the OSCB and other agencies and professionals in an 'early help assessment'.
- All students know that there are adults to whom they can turn if they are worried. These include their Senior Tutor, the Safeguarding Team, teachers, Heads of House, Houseparents and the Independent Listener.
- If staff members have concerns about a child, they should raise these with the Colleges Designated Safeguarding Lead (DSL) or with one of the other Designated Staff without delay. Situations that involve staff at the College should be reported directly to the Principal. Reporting to the DSL also includes instances where there is a concern that a child or young person may be at risk of being radicalised or drawn into extremism. The DSL and Designated Staff will usually decide whether to make a referral to children's social care. It is important to note, however, that **any** member of staff can refer their concerns to children's social care and/or police directly.

- If a child is thought to be in immediate danger or is at risk of harm, a referral will be made immediately to the MASH team or to the police. Remember that anyone can make a referral, though if the referral is not made by the Designated Safeguarding Lead (DSL), then the DSL should be informed as soon as possible that a referral has been made.
- If staff members have concerns of a safeguarding or child protection nature about another member of staff, including supply staff and volunteers, then this must be referred to the Principal without delay or, in their absence, to the Chair of Governors.
- If the Designated Staff believe that a crime may have been committed, then the matter will be reported to the police without delay.
- If the child's situation does not appear to improve, the staff member with concerns should press for re-consideration. In such instances, the DSL must be informed as soon as possible.
- Members of staff should be aware that they may be asked to support social workers to take decisions about individual children. College and their staff are a part of a wider safeguarding system for children, schools and colleges should work with all other agencies involved including social care, health services and the police, to promote the welfare of children and to protect them from harm.
- Raising concerns – all staff and volunteers should feel able to raise concerns about poor or unsafe practice and about potential failures in the College's safeguarding systems or processes, and that such concerns will be taken seriously by the College's senior leadership. For more detail, please see Section 18.16 below on Whistleblowing.
- Recording – full and clear record keeping at all stages of the child protection process is essential.
- Confidentiality – where his or her safety is at stake, confidentiality cannot and must not be promised to a child. Confidentiality is always qualified and never absolute when a child is at risk. In this context, it means 'not holding information which should be shared, and not sharing information that should not be shared'.
- Speed of response – issues of child protection must be dealt with very promptly: delay may be prejudicial to the child's safety.
- 'Do not investigate!' It is not for the College to investigate a suspicion of abuse, whether it be centred on a member of the College staff or a member of the child's family. The child should not be questioned beyond establishing that there is cause to refer the case to the relevant external agency.

6 A SAFEGUARDING CONCERN vs IMMEDIATE RISK OF HARM

All staff should be clear about the distinction between a safeguarding concern and a child being in immediate danger or risk of harm. Both types of situation require prompt and clear action on the part of staff, but the nature of the response may be different.

If a child is thought to be in immediate danger or is at risk of harm, a referral will be made immediately to children's social care or to the police. Remember that anyone can make a referral, though if the

referral is not made by the Designated Safeguarding Lead (DSL), then the DSL should be informed as soon as possible that a referral has been made.

6.1 Early help

In the context of child protection, Early Help means taking action and providing support as soon as a problem emerges. Providing early help is more effective in promoting the welfare of children than reacting later. Any child may benefit from early help, but everyone should be aware that there are groups of young people who are more vulnerable and therefore potentially in more need. These groups include SEN and disabled students, those with specific health conditions, have a mental health concern, is a young carer, displaying signs of anti-social or criminal behaviour, frequently goes missing, or not attending classes, is in alternative provision or challenging family circumstances. Young people at risk of radicalisation, modern slavery, FGM or forced marriage, trafficking, sexual or criminal exploitation. All members of staff need to be alert to any signs of emerging problems or potential concerns; and these must be flagged to the DSL or to one of the other members of the College Safeguarding team as soon as possible.

Any such concerns would usually then be raised with children's social care by a member of the College Safeguarding team. The Safeguarding team is familiar with [Oxfordshire's Threshold of Needs](#), which includes the process for the local early help assessment and the type and level of early help services provided. This is likely to trigger an 'early help assessment', which would be undertaken by a lead professional from the Early Help Assessment Team (EHAT). It is important to note that you will need to obtain parental consent for an EHAT to be completed. The lead professional's role would be to provide support to the child and the family, to act as an advocate on their behalf and to co-ordinate the delivery of support services.

The staff member(s) who raised the initial concern may, along with the DSL who is the EHAT Lead in the College, be asked to participate in such an assessment or to contribute to it in any way that could help support the child concerned.

6.2 Safety plan

A safety plan should be put in place for any student where there is a specific vulnerability or a need to protect them from bullying, harassment or any other identified threat.

Safety plans will be written by the safeguarding team, the students Senior Tutor and with the student which will then be communicated to parents for comment, with the agreed and signed document being circulated to all staff involved in implementing the plan, either directly via email or through staff briefing should all staff need to be made aware. Any updates to the document will also be communicated immediately. The plan must also be recorded in the students safeguarding file. The safety plan is a living document and should be reviewed regularly, the time period to be agreed at the time of writing. It will also be informed by any updates received by external agencies such as the police, CAMHS, LCSS and so on.

7 STATUTORY ASSESSMENTS

Staff should also be aware of the process for making referrals to children's social care and for statutory assessments (see below) that may follow a referral, along with the role they may be expected to play in such assessments.

As part of their statutory duties under the Children Act 1989, local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. The

member(s) of staff concerned may be asked to participate in such an assessment. Staff need, in particular, to be aware of two types of assessments:

A 'child in need assessment' (Section 17) – A child in need is defined under Section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired without the provision of services; or a child who is disabled.

A 'child protection enquiry' (Section 47) – If the local authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they have a duty to make enquiries under Section 47 of the Children Act 1989 to enable them to decide whether they should take any action to safeguard and promote the child's welfare.

8 SAFEGUARDING TRAINING FOR STAFF

All staff have a responsibility to protect children from abuse in all its forms and are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately, including the risk of radicalisation or being drawn into extremism, whenever they are in a position to do so. They should be familiar with the College's policy on safeguarding children and with the College's child protection procedures; and they should know how to access and implement them, independently if need be.

Regular training for staff in these matters is therefore very important. The policy at OSFC, which is in line with current legislation and OSCB guidance, is that:

- The DSL and all other Designated Staff receive appropriate child protection training that provides them with the knowledge and skills required to carry out their role, which is updated every two years to fulfil their role.
- All other staff and volunteers receive safeguarding training and this is updated in full at least once every three years, with annual training to include updates in line with OSCB advice (including relating to Prevent and on-line safety).
- All staff receive a copy of KCSIE Part One at the start of each academic year and are instructed to confirm that they have read, understood and will abide by it.
- Ensure each member of staff has read and understood the College's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the College's behaviour policy and the College's procedures for managing children who are absent from education, as well as the staff code of conduct, expectations, applicable roles and responsibilities in relation to filtering and monitoring in relation to ICT and dealing with disclosures and managing allegation processes.

In addition:

- The DSL and the other members of staff with designated responsibilities keep their knowledge and skills refreshed and updated at regular intervals, at least annually, in order to allow them to understand and keep up with any developments relevant to their role.
- The DSL and the Safeguarding team ensure that all other staff members are kept regularly informed (at least annually) of updates or changes in government guidance, or in the College's

policy and procedures, in matters of safeguarding and child protection. This is done in Inset days and staff meetings, via email and using the Noticeboard in the College staffroom.

8.1 Induction and training for new staff

Arrangements relating to safeguarding training for host families are set out in the College's Safer Recruitment Policy.

All arrangements for the initial induction and training in Safeguarding for new members of staff are set out in detail in the College's Safer Recruitment Policy. Safeguarding induction contents cover and copies provided where indicated:

- Safeguarding and Child Protection policy
- E- safety
- The role and identity of DSL and deputies
- the most recent version of Part One of the DfE publication, 'Keeping Children Safe in Education'
- Promoting Good Behaviour policy
- Safeguarding response to children who go missing from education (Attendance policy)
- Staff code of conduct (including whistleblowing and acceptable use of IT, staff/student relationships and communications including use of social media in the Staff Handbook).

The training, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. This information will be updated regularly.

9 RECOGNISING CHILD ABUSE

What is child abuse and what are the signs?

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Child abuse may occur in the family or in an institutional or community setting by those known to them or, more rarely, by others, e.g., via the internet; it may be committed by a member of the College staff; or it may be committed by other children within the College. The definitions given below should help in recognising possible abuse.

Staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as in day-to-day life.

Staff should bear in mind that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be covered by a single definition of label and that, in most cases, multiple issues are likely overlap with one another.

Staff should also be aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The College ensures that all staff are aware of the additional barriers that can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The College supports these additional challenges with direct training and with reference to the College's SEND policy.

TYPES OF ABUSE AND NEGLECT

9.1 Physical abuse

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning or scalding, slapping, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates, or deliberately induces, the symptoms of an illness in a child, usually as a means of attracting attention to themselves. Children affected by this form of abuse will tend to have a greater frequency of illness normally combined with a significantly higher than average level of absence from College.

Signs that may indicate physical abuse:

- Bruises and abrasions around the side of the face, neck and ears
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft areas of the face such as cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings
- Injuries to genital areas

Injuries need to be accounted for. Inadequate, inconsistent or what may seem like excessively plausible explanations, or a delay in seeking treatment, should signal concern.

9.2 Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can also take place online, and technology can be used to facilitate abuse offline. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2024).

The key issue in assessing whether sexual abuse has occurred is exploitation. Exploitation is the balance of power between the child and the other person at the time that the sexual activity first occurred.

Exploitation is considered to have occurred if the activity was unwanted when it first began and/or involved a misuse of conventional age, authority or gender differentials.

Signs that may indicate sexual abuse:

- Sudden changes in behaviour and College performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need for constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Bed wetting / incontinence
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for gym activities
- Sexually Transmitted Disease
- Fire setting

It is also important to note that there may be no visible or behavioural signs.

9.3 Emotional abuse

Emotional abuse is 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving children opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another.

It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (KCSiE 2024)

Signs that may indicate emotional abuse:

- Over-reaction to mistakes
- Lack of self-confidence / esteem
- Sudden speech disorders
- Self-harming
- Extremes of passivity and / or aggression
- Compulsive stealing

- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

9.4 Neglect

Neglect is ‘the persistent failure to meet a child’s basic physical and/or psychological needs, which is likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. (KCSiE 2024)

Signs that may indicate neglect:

- Excessive hunger
- Poor personal hygiene
- Frequent tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at College
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight (the same applies to weight gain, or being excessively overweight)
- Low self esteem
- Poor dental hygiene

CHILD-ON-CHILD ABUSE (previously referred to as peer on peer abuse)

Children can abuse other children, and this can happen inside and outside of College and online. All staff should maintain an attitude of “it could happen here.” It is very important that **all staff challenge abusive behaviour between students and are clear as to the College’s policy and procedure with regard to child-on-child abuse.** It is recognised that it is more likely that girls will be victims and boys’ perpetrators, but all child-on-child abuse is unacceptable. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying; prejudice-based and discriminatory bullying);

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

OSFC has a zero-tolerance approach to child-on-child abuse. We will not down-play certain behaviours, e.g., dismissing sexual harassment as “just banter,” “having a laugh” “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Our College will support students by:

- ensuring the content of the curriculum includes social and emotional aspects of learning through PSHE, RHSE and other curriculum contexts and ensuring that students are taught about safeguarding so that they ‘recognise when they are at risk and how to get help when they need it’.
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly.
- encouraging students to talk about feelings and are listened to, providing students with a range of appropriate adults to approach as needed.
- supporting children to feel safe, develop confidence and independence and increase the development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- liaising and working together with other support services and those agencies involved in safeguarding children, including domestic abuse, Early Help and preventative services: <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance>

- considering intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment.
- having a behaviour policy that is aimed at supporting vulnerable students in the College. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.
- having clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment (which could take place on or off-line).
- acknowledging the importance of ‘contextual safeguarding’, which considers wider environmental factors in a student’s life that may be a threat to their safety and/or welfare.
- alerting the authority if it is aware of any child being looked after under a Private Fostering arrangement. On admission to school, and at other times, the College will be vigilant in identifying any private fostering arrangement.
- acknowledging that a child that is looked after (CWCF) or has been previously looked after by the Local Authority potentially remains vulnerable and all staff have the skills, knowledge and understanding to support these children.
- taking positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. For example, taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. This includes making reasonable adjustments for disabled children and young people and those identified as having special educational needs.

We recognise that even if there are no reported cases on child-on-child abuse, such abuse may still be taking place and simply not being reported. Messages communicated to students, implicitly and explicitly, directly and indirectly, as part of our daily College life will always make absolutely clear that child-on-child abuse, in whatever form it may take, is not acceptable. Students can report child-on-child abuse to any member of staff; their concerns will always be taken seriously and dealt with promptly, firmly and fairly. Children may not find it easy to tell staff about abuse verbally, but they can show signs or act in ways that they hope adults will notice and react to. In some cases, a friend may make a report or a member of staff may overhear a conversation or observe a behaviour that indicates something is wrong. If staff have any concerns regarding a child’s welfare, including concerns about child-on-child abuse, they must report it to the DSL or member of the safeguarding team immediately. Allegations of child-on-child abuse will be recorded in the students safeguarding file and the NMS records and will be followed up by the DSL or member of the safeguarding team, in liaison with external agencies as appropriate (see Section 23 below, External Agency Contact Details).

For additional advice, see:

9.5 Bullying, including cyberbullying

Bullying may be defined as repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. It may be deliberate harassment or an aggressive act of omission which causes physical or psychological hurt. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can also result from a one-off incident.

Bullying can include:

- Physical (e.g., pushing, hitting, kicking, pinching, poking, biting, taking/damaging belongings);
- Verbal, in English or another language (name-calling, homophobic abuse, racist abuse, threats, belittling, spreading rumours, taunts, teasing, making disparaging or offensive remarks, sarcasm);
- Emotional (tormenting, ridiculing, humiliating, spreading rumours, ignoring, isolating, threatening gestures, manipulation, coercion, intimidation, hiding belongings);
- Cyber-bullying: in which emotional, psychological (e.g., social exclusion) or verbal bullying can be conducted through a digital medium, such as text messages, social media or gaming and email, all of which may be used to transmit offensive or embarrassing messages and photographs.

The College's Anti-bullying policy sets out the detail of the policy and procedures that are in place in order to prevent bullying and to deal with it if and when it occurs within the College.

NB Please note that the procedures set out below for dealing with allegations of abuse, in particular with regard to the instruction not to investigate, do not apply in instances of alleged bullying that are not deemed to constitute child abuse. In such cases, the procedures set out in the College's Antbullying policy should be followed.

When does bullying become a child protection issue?

Under the Children Act 1989 a bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, then as a College we have a duty to report the concern to the local authority children's social care.

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to College, etc.
- A marked drop off in performance at College
- Physical signs such as stomach aches, headaches, difficulties in sleeping, changes in eating habits

- Appearing ill at ease in the College environment or in the company of peers, or a desire to remain with adults seeming upset, withdrawn or outraged after using phone/ tablet/ computer and unwilling to talk or secretive about online activities and mobile phone use

Children who are lesbian, gay, bisexual or gender questioning trans, quire or other (LGBTQ+)

KCSiE 2024 states that although the fact that a young person may identify as LGBTQ+ is not in itself an inherent risk factor for harm, children who are LGBTQ+ (or who are perceived to be, by other children) can be targeted by other children. OSFC staff always endeavour to reduce any additional barriers faced by students who identify as LGBTQ+ and to provide a safe space for students to speak out or share their concerns.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder. As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with their parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available, and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to the Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with a member of staff.

Our college acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect.

Staff have familiarity with the Equality Act 2010 (revised January 2024) and the Public Sector Equality Duty (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding.

9.6 Sexual violence

Sexual violence or harassment can occur between two students of any age or sex. It can also occur through a group of children sexually assaulting or harassing a single student or group of students.

Sexual violence includes:

- rape;
- assault by penetration;
- sexual assault – intentionally touching another person in a way that is sexual;
- causing someone to engage in sexual activity without consent.

Students are taught about consent via the Relationships and Sex Education (RSE) programme (see OSFC RSE policy) and further information can be found at: [What is sexual consent?](#)

9.7 Sexual harassment

Sexual harassment is defined as *'unwanted contact of a sexual nature'* that can occur online or offline and both inside and outside of College. Sexual harassment is likely to violate a student's dignity, and/or

make a student feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment. It must always be challenged.

Examples of sexual harassment include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour such as: deliberately brushing against someone, interfering with someone’s clothes (which could also cross a line into sexual violence);
- upskirting (which is a criminal offence);
- displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which may include:
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos (see Section 9.10, ‘Sharing of nudes and semi-nudes’)
 - sharing of unwanted explicit content
 - sexualised online bullying
 - unwanted sexual comments and messages, including on social media
 - sexual exploitation; coercion and threats
 - coercing others into sharing images of themselves or performing acts they’re not comfortable with online

9.8 Harmful Sexual Behaviours (HSB)

Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours (HSB) are abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, e.g., if the older child is disabled or smaller in stature. HSB can occur online and/or face to face and can also occur simultaneously between the two.

OSFC is fully aware of its duty to safeguard and promote students’ welfare in relation to sexual harassment and abuse. The College will respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and/or online. All staff are advised to maintain an attitude of ‘it could happen here’, and this is especially important when considering child-on-child abuse. The College recognises that sexual violence and sexual harassment can occur between two or more children of any age and sex. The College does this by working hard to foster healthy and respectful relationships between students through Relationship and Sex Education (RSE) and Personal, Social and Health Education. Within these programmes the College will make it clear there is a zero-tolerance approach to sexual violence and sexual harassment and tackle issues such as:

- healthy and respectful relationships
- consent
- what respectful behaviour looks like

- gender roles, stereotyping, equality
- body confidence and self-esteem
- sexual violence and harassment always being wrong
- addressing cultures of sexual harassment.

The reporting/investigating of any incidents is conducted according to the information found in the practical guidance for staff in Section 16. In addition, a log is kept by the DSL of all incidents of harmful sexual behaviour so that potential patterns of concerning, problematic or inappropriate behaviour (or locations) can be identified, including whether there are wider cultural issues within the College. This information is then used to review policies, teaching and training to minimise the risk of it happening again.

9.9 Responding to reports of sexual violence and sexual harassment.

a) How allegations will be dealt with by the College:

We will reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward; they will be supported and kept safe. It will be explained to students, in a way that avoids alarming or distressing them, which the law on child-on-child abuse is there to protect them rather than criminalise them. Abuse that occurs online or outside of the College will be treated equally seriously.

- Where we have reason to suspect that a student may be suffering, or is likely to suffer, significant harm as a result of the actions of another student (or students), whether this be in or outside of College, online or in a boarding context, advice will be sought from children's social care as a matter of urgency, and a referral made as soon as possible thereafter if this is the advice received.
- Any possible abuse by one or more students against another student will be referred to children's social care, though we may start by making a no-names consultation in the first instance to help us determine the most appropriate course of action.
- All allegations and investigation notes will be kept on the College's safeguarding system.

We will consider every report of sexual violence and/or sexual harassment on a case-by-case basis, considering the criteria set out in paragraph 482 of KCSiE 2024. KCSiE states that there are four likely scenarios for the College's to consider when managing any reports. In summary, these are:

- Manage internally;
- Early help;
- Referral to local authority children's social care;
- Reporting to the police.

The information in KCSiE 2024 will be used to decide which of these options is most appropriate in each case.

b) How the College will support victims, perpetrators and any other child affected by child-onchild abuse:

- All staff should refer to Section 16 of this document on practical guidance for staff.

- In the event of any disclosure about child-on-child abuse, all the children involved, whether alleged perpetrator(s) or victim, will be treated as being 'at risk', and this will inform the College's handling of the situation.
- Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.
- Where there has been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment. This will consider:
 - the victim (especially their protection and support)
 - whether there may have been other victims
 - the alleged perpetrator(s)
 - any actions appropriate to protect other young people
 - any actions required to make the location of the reported incident safer
 - intra familial harms and any necessary support for siblings
- Risk assessments will be recorded and kept under review, to actively consider the risks posed to all students.
- The DSL will engage with local authority children's care and specialist services as required, and any professional risk assessments (e.g., from social workers or sexual violence specialists) will be used to inform and update the College risk assessments.
- We appreciate that children who have experienced sexual violence display a wide range of responses to their experience (including, in some cases, clear signs of trauma, physical and emotional responses or no overt signs at all). We will continue to show sensitivity to the needs of the child, irrespective of how overt the child's distress is.
- The victim will be asked if they would find it helpful to have a designated trusted adult at College and, as far as possible, the College will support the victim's choice of any such adult.

For more information, see the College Sexual violence and sexual harassment between children 202223.

9.10 Sharing of nudes and semi-nudes

The 'sharing of nudes and semi-nudes' means the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices (e.g., Apple's AirDrop which works offline).

Alternative terms used by young people may include 'dick pics' or 'pics'. Professionals may refer to 'youth produced sexual imagery' or 'sexting' (though note that some young people interpret sexting as 'writing and sharing explicit messages with people they know' rather than sharing images). The legal term for youth produced sexual imagery or 'youth involved' sexual imagery is indecent imagery.

The sharing of nudes and semi-nudes is illegal: by sending an explicit image, a young person is producing and distributing child abuse images, and therefore risks being prosecuted, even if the picture is taken and shared with their permission.

The sharing of nudes and semi-nudes leaves students potentially very vulnerable: the sender has no control over the images. They may be stored or shared online with any number of others. Although they can be deleted on social media or they may appear to last only a few seconds on apps like

Snapchat, images can still be saved and copied by others and they may be found at any point in the future. This may lead to embarrassment, emotional distress, bullying and increased vulnerability to blackmail and exploitation.

Although the production of nudes and semi-nudes will likely take place outside of College, sharing can take place and issues are often identified or reported in College. We will respond to instances of sharing of nudes and semi-nudes by investigating swiftly, fully and by following the guidance set out by the UK Council for Internet Safety (UKCIS, December 2020), to make sure our students are safeguarded, supported and educated.

It will be explained to students, in a way that avoids alarming or distressing them, that the law is in place to protect children and young people rather than criminalise them.

See also guidance for staff (Section 16). **The key consideration for staff is not to view or forward illegal images of a child.**

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
(www.gov.uk)

SPECIFIC SAFEGUARDING ISSUES

9.11 Mental health

The College plays an important role in supporting the mental health and wellbeing of our students. The Vice Principal, the College Matron, The Director of Student Services and the Senior Tutors work closely to promote wellbeing, resilience and mental health as part of an integrated whole College approach to social and emotional wellbeing, tailored to the needs of our students (e.g., see Mental Health and Behaviour in Colleges guidance (DfE, 2021) and Promoting children’s and Young People’s Emotional Health and Wellbeing: a whole school and college approach, PHE 2021). This is implemented through, for example, the Personal Development programme, and whole College initiatives.

Mental health problems can in some cases be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation. Such abuse can impact on behaviour, education and mental health. Staff have an awareness of mental health problems and how, in some cases, these can be an indicator of the child being at risk of harm.

If a member of staff is concerned about the mental health of a student, they should alert the student’s Senior Tutor or the Student Services Director (– see details of recording and reporting detailed in Section 16 of this policy) so that it is escalated to the DSL and the safeguarding team. Where appropriate, support will then be offered in College (e.g., via College Matron) or via referral to external support. If there is an immediate safeguarding concern, the member of staff should take immediate action by following the Child Protection policy and speaking to the DSL or another member of the Designated Staff team.

9.12 Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in ‘working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

Our approach is to recognise; seek support; instil preventive factors and monitor. Designated Safeguarding Lead should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. Below details the Early Help services available to children, young people, and their families.

Early Help and the Locality Community Support Service (LCSS) - Oxfordshire Safeguarding Children Board (oscb.org.uk)

9.13 Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE) and Serious Violence

Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence (KCSiE 2024). CCE and CSE can affect both male and female children and can include children who have been moved for the purpose of exploitation (“trafficked”).

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss College or do not take part in education

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

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

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Although the indicators may not be the same, girls are at risk of criminal exploitation too.

a) Child Criminal Exploitation (CCE) and County Lines

Some specific forms of CCE include: children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing and being forced or manipulated into committing vehicle crime or threatening/ committing serious violence to others.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, e.g., using dedicated mobile phone lines, both locally and across the UK. Children can be exploited to move, store and sell drugs and money. They can be targeted and recruited into county lines in a number of locations and are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county line gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes, where the student may have been trafficked for the purpose of transporting drugs. In this instance referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any young person under the age of 18 irrespective of gender;
- can affect vulnerable persons over the age of 18;
- can still be classed as exploitation even if the activity appears consensual;
- is often associated with violence or threats of violence, force or enticement-based compliance methods;
- can be perpetrated by individuals, groups, males or females, and young and old adults;
- is usually displayed by some form of power imbalance between victim and perpetrator. This can be due to gender, cognitive ability, physical strength, status, economic resource or other imbalances.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#) and OSCB [Child Criminal Exploitation](#)

b) Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. As such, it may involve physical contact, including assault by penetration, nonpenetrative acts (such as masturbation, kissing, rubbing and touching outside clothing) and non-contact activities (see Section 9.2, 'Sexual abuse'). CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge (e.g., through others sharing videos or images of them on social media). CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise that they are being exploited, e.g., believe they are in a genuine romantic relationship. Further information about CSE can be found in Annex B of KCSiE 2024.

The Oxfordshire Safeguarding Children's Board offers the following information and advice:
CSE Toolkit:

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

c) Serious violence

All staff should be aware of the indicators which may signal that children are at risk from or are involved with serious violent crime. These may include:

- Increased absence from College;
- Change in friendship groups/relationships with older groups or individuals;
- Signs of self-harm or unexplained injuries and changes in wellbeing;
- Significant changes in performance;
- Unexplained gifts or new possessions which may be linked to individuals associated with criminal gangs.

A range of risk factors increase the likelihood of involvement in serious violence, such as: being male; having been frequently absent or permanently excluded from College; having experienced child maltreatment and having been involved in offending (e.g., theft, robbery).

The following Home Office Advice is available for staff:

- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines
- Gangs and youth violence: for schools and colleges.

See also Section 12 below, 'Action to be taken if a student is missing from College'.

9.14 Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse or violence in their own intimate relationships (teenage relationship abuse), all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Operation Encompass operates in all police forces across England and helps police, schools and colleges work together to provide emotional and practical help to children. It provides an advice/helpline service for staff members from educational settings who may be concerned about children who have experienced domestic abuse (Tel: 0204 513 9990)

9.15 Honour-based abuse including Female genital mutilation (FGM) and Forced Marriage

FGM is one manifestation of what has come to be known generically as '**so-called honour-based abuse**' ('HBA'). The term encompasses crimes which are committed ostensibly to protect or defend the honour of the family and/or the community. Forced marriage is another form of so-called HBA. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

All forms of so-called HBA constitute abuse, regardless of motivation.

FGM, as a cultural or religious phenomenon practised in certain communities and in certain parts of the world, involves procedures that intentionally alter or injure the female genital organs for nonmedical reasons. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is internationally recognised as a violation of the rights of girls and women. It is illegal in the UK, and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM. Taken individually, these may not indicate risk; but where there are two or more indicators present, this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so great sensitivity should always be shown when approaching the subject.

If staff have a concern that a child may be at risk of FGM, action must be taken without delay. Staff must activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Circumstances that may point to FGM happening:

- A child talking about getting ready for a special ceremony;
- A child's family taking a long trip abroad;
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including those from Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM;
- A child talking about going abroad to be 'cut' or to prepare for marriage.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report stand to face disciplinary sanctions. (KCSiE 2024, adds that 'it will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.')

KCSiE 24 Paragraph 42 states:

'Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See KCSiE 2024, page 160 for further information.'*

**Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).*

Under this duty, and with effect from October 2015, teachers **must** personally report to the police cases where they 'discover that an act of FGM appears to have been carried on a girl under 18' (unless they know that another teacher had already reported the case to the police). Unless the teacher has a good reason not to, they should still consider and discuss any such case with the College's Designated Safeguarding Lead and involve children's social care as appropriate.

The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out. In these cases, teachers should follow the College's safeguarding procedures.

Further information on when and how to make a report can be found through the following link: [Multiagency statutory guidance on FGM](#)

9.16 Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child, and can be committed by parents or other family members, people known to the victim, and by strangers.

Community safety incidents are incidents in the vicinity of the College which raise concerns, e.g., people loitering nearby or unknown adults engaging children in conversation.

In relation to these issues, our aim is to build students' confidence and give them practical advice on how to keep themselves safe, including advice from the local police where appropriate.

9.17 Children and the court system

Children are sometimes required to give evidence in criminal courts (either for crimes committed against them or for crimes they have witnessed). Making child arrangements via the family courts following separation can also be stressful for children. In both cases, we will support children and families as much as possible and refer to the age-appropriate guides available for this purpose. There are two age-appropriate guides to support children [5-11 year olds](#) and [12-17 year olds](#) (see KCSiE 2024).

9.18 The role of an appropriate adult in safeguarding

The Police and Criminal Evidence (PACE) act advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights.

9.19 Cybercrime

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray in cyber-dependent crime. Cyber dependent crimes are crimes that can be committed only by using a computer, e.g., unauthorised access to computers ("hacking"), attempts to make a computer, network or website unavailable by overwhelming it with internet traffic ("booting" or denial of service attacks) and making, supplying or obtaining malicious software (ie, malware such as viruses, spyware etc) with the intent to commit further offence. Any concerns about these issues should be referred to the DSL.

9.20 Cyber Security

The College is directly responsible for ensuring we have the appropriate level of security protection procedures in place. In order to safeguard their systems, staff and learners review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on esecurity is available from the [National Education Network](#). In addition, the College aims to meet the [Cyber security standards for schools and colleges.GOV.UK](#).

Broader guidance on cyber security including considerations for governors and trustees can be found at Cyber security training for college staff - [NCSC.GOV.UK](#).

9.21 Preventing radicalisation

The first objective of Prevent Duty (revised in 2023) is to tackle the ideological causes of terrorism' and reduce permissive environments for terrorism to grow. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. The duty places a duty on schools and colleges, in the exercise of their functions, to have due regard to the need to prevent students in their care from being drawn into extremism and terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is 'the vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of people with different faiths and beliefs.' The definition also includes 'calls for the death of members of our armed forces in this country and overseas'.

Terrorism is an action that endangers or causes serious violence to a person/people, property or electronic systems.

Reducing permissive environments is one way that Prevent seeks to tackle the ideological causes of terrorism is by limiting exposure to radicalising narratives, both online and offline, and to create an environment where radicalising ideologies are challenged and are not permitted to flourish. Measures at the College are in place to prevent our facilities from being exploited by radicalisers, which includes the hiring of our facilities and the use of any IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism.

The rejection of all forms of intolerance and extremism is wholly in keeping with our College ethos and approach, of which one of the central tenets, as expressed in our Curriculum Policy, is 'to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra- and co-curricular activities, or in any other aspect of the College's activities'.

Our Curriculum Teaching Learning & Assessment Policy goes on to say that the active promotion of the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs, has long been deeply embedded in our College ethos and in our day-to-day practice, both in and out of the classroom.

In line with government guidance, we see the Prevent Duty as being an integral part of our duty of care and of our Safeguarding responsibilities towards our students. Just as we need to be vigilant about signs of possible physical, emotional, sexual and other types of abuse or neglect, so we need to be alert to signs of any of our students being at risk of being radicalised or drawn into extremism.

During the process of radicalisation, it is possible to intervene to prevent vulnerable people from being radicalised. Any such concerns must, therefore, be reported without delay to the DSL or of one of the other staff with designated responsibility for child protection at OSFC. The DSL (who is also the College's Prevent lead) will then seek advice from the relevant body, which may be the MASH or the Oxfordshire Prevent Co-ordinator, in order to form a view on whether the issue needs to be reported to the local Channel team. If, after such consultation, it is decided that a report needs to be made, then the DSL will do so forthwith using the Prevent National Referral Form.

Keeping children safe from risks of terrorist exploitation via social media is also an integral part of our efforts to safeguard children from other forms of online abuse and is therefore addressed in our College e-Safety policy.

We consider, given our College ethos and the values espoused by the great majority of our students and their families, that the risk of any of our students being drawn into radicalisation and extremism is comparatively low. That said, we want to avoid any risk of complacency in assuming that it cannot ever happen here. We will therefore remain vigilant and pro-active through:

- Continuing to foster and promote our College ethos, which has always been predicated on tolerance, open-mindedness and mutual respect, and infusing these values in all aspects of our College life;
- Assessing the risk of any of our students being radicalised or drawn into extremism and taking early action, e.g., by reporting the issue to the MASH and to the local Channel team, where we feel that a child may be at risk;
- Protecting our students from being drawn into extremism by having a robust safeguarding policy and Prevent Risk Assessment and procedures that explicitly address these issues;
- Keeping abreast of policies, procedures and guidance issued by the OSCB and working in partnership with the OSCB, the local Channel team and other agencies as appropriate to fulfil our Prevent responsibilities;
- Taking steps to ensure that our staff have the necessary training, knowledge and confidence to identify children who may be at risk of being drawn into extremism and to challenge extremist ideas if and when they should arise in College;
- Making sure that the teaching and presentation of political ideas in any aspect of College life is always balanced and fair-minded;
- Taking care to ensure that external speakers (see our External Speakers policy) who are invited to speak in College, and any third parties that may wish to hire our College premises, are suitably vetted and supervised to ensure they do not use these opportunities to promote or advocate extremist views or to speak in support of terrorist organisations or activity;
- Doing all we can to ensure that our students are safe from terrorist and extremist material online when accessing the Internet at College.

Some possible indicators of vulnerability to radicalisation:

- family tensions
- a sense of isolation
- experience of bullying, racism or discrimination
- feelings of failure and inadequacy or of being an outsider in society or friendship groups, etc.
- being easily influenced and impressionable.

Signs that a young person may be being drawn to extremism or radicalisation

There is no single way of identifying an individual who is likely to be susceptible to an extremist or terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Young people at risk of radicalisation may display different signs or seek to hide their views. Staff need to use their professional judgement in identifying students who might be at risk of radicalisation and act proportionately.

It is nevertheless helpful to bear in mind that those in the process of being radicalised may show some or all of the following signs. They may:

- become involved with a new group of friends;
- search for answers to questions about identity, faith and belonging;
- possess extremist literature, downloading propaganda material or advocate violent actions;
- change their behaviour and language;
- seek to recruit others to an extremist ideology;
- justifying the use of violence to solve societal issues;
- altering their style of dress or appearance to accord with an extremist group;
- being unwilling to engage with people who they see as different;
- using certain symbols associated with terrorist organisations.

As ever, it is important to bear in mind that there may be other reasons for some of the behaviours listed above, such as alcohol or drug abuse, family breakdown, domestic abuse, bullying, etc. It is important, therefore, to be cautious in assessing these factors in order to avoid inappropriately labelling or stigmatising individuals because they may possess a particular characteristic or fit a particular profile.

Government guidance on the Prevent Duty expressly says that even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. It also makes clear that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern.

If a student is considered to be at risk of radicalisation

If a member of staff should have reason to think that a student may be at risk of radicalisation, s/he must report their concerns without delay to the DSL (who is also the Prevent Lead) or to one of the other designated staff.

The DSL will consult with the local Prevent team and follow their advice on how to proceed. This may result in a referral to the local Channel programme.

Channel

Channel focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn to terrorism. It provides a mechanism for schools and colleges to make

referrals if they concerned about an individual being vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Further information and guidance

The government's '[Educate against Hate](#)' website is a good source of information and guidance for staff and parents and includes possible warning signs of radicalisation: [Radicalisation and Extremism - Examples and Behavioural Traits](#)

9.22 Other specific safeguarding issues include:

- Misuse of drugs and/ or alcohol
- Child with family members in prison
- Drug/alcohol abusing parents
- Fabricated or induced illness
- Faith abuse
- Hate
- Gangs and youth violence
- Gender-based violence / violence against women and girls (VAWG)
- Forced marriage (illegal in the UK, and a form of so-called 'honour-based violence' along with FGM)
- Trafficking
- Homelessness
- Young Carers

10 ONLINE SAFETY

The use of technology has become a significant component of many of the safeguarding issues listed above. Child sexual exploitation, radicalisation and sexual predation: technology often provides the platform that facilitates this harm. The College endeavours to protect and educate students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate. As summarised by KCSiE 2024, the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **CONTENT:** being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racism, misogyny/misandry, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **CONTACT:** being subjected to harmful online interaction with other users: for example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **CONDUCT:** personal online behaviour that increases the likelihood of, or causes, harm: for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

- **COMMERCE:** risks such as online gambling, inappropriate advertising, phishing or financial scams.

E-safety falls within the broader context of Safeguarding, and issues relating to e-safety at OSFC are therefore the responsibility of the Designated Safeguarding Lead, who will work closely with colleagues such as the IT Manager, the Director of Student Services, the Heads of Houses and the members of staff who have designated roles in respect of safeguarding and child protection. Given the rapid developments in technology, apps and young people's behaviour online, online safety is reviewed regularly (including in meetings of the safeguarding and pastoral teams, chaired by the DSL) to ensure we are reflecting on and addressing the current risks students face.

The College has detailed advice and guidance contained within its e-Safety policy including monitoring and filtering of the College's service and clear guidance on mobile and smart technology, which also reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means that some children, whilst at College, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Staff are trained to be vigilant and must report any concerns to the safeguarding team.

The PSHE and Super Curricular programmes support the educating of students in appropriate use of technology, how to stay safe on-line, respect for others and practices that must be observed in College. All on-line interactions with staff are via designated College systems (e.g., College email, MS Teams). See also e- Safety policy. The DfE guidance, [Teaching Online Safety in Schools](#) outlines how colleges can ensure their pupils understand how to stay safe and behave online. Annex B of KCSiE 2024 also provides further sources of information and support on online safety for schools, parents and children.

EDUCATION AT HOME – specific advice is available from the [government website](#) to support staff to ensure this is done safely.

11 PROMOTING AWARENESS OF SAFEGUARDING ISSUES AMONG STUDENTS

The curriculum and pastoral systems at OSFC are designed to foster the spiritual, moral, social and cultural (SMSC) development of all our students and to ensure that students are taught how to keep themselves and others safe. Teaching staff and staff with pastoral responsibilities play a key role in helping to ensure that students relate well to one another, that they feel safe and comfortable in the College environment and that there is a spirit of openness in which students are aware that they have access to a wide range of staff and other adults (including the College Matron and, in the case of boarders, the Independent Listener). We aim to ensure that all students know that their concerns will be treated seriously and that they can safely express their views and give feedback. Systems are in place to promote this, including regular questionnaires, discussions (e.g., in Form Times, assemblies, House Meetings, Student Council, etc.). Posters displayed around the school site provide easily understood and accessible information about how students can report concerns and access support. The OSFC values are underpinned by policies (e.g., Promoting Good Behaviour, Rules, Rewards and Sanctions policy, Anti-bullying policy, e-safety policy, etc).

All staff at OSFC are expected to lead by example and to play a full part in the collective effort to promote an awareness, which is appropriate to their age, among all students of issues relating to health, safety and well-being. Staff also have a responsibility to maintain a spirit of tolerance, mutual support and open communication within the College and to ensure that bullying is kept at bay and that the College's anti-bullying policy is applied whenever the need arises.

We expect the development of SMSC to be integral to the taught curriculum in most subjects. Personal Development (PD) lessons, including covering relevant issues through Relationships Education and Sex Education (see also RSE policy), assemblies, contributions from invited outside speakers and daily time in Form Groups provide specific and regular opportunities for discussion of moral and social issues, on what may constitute appropriate/ inappropriate behaviour and on safeguarding issues. The teaching of online safety, with the aim of helping students to develop an awareness of the risks involved in the on-line environment and of how to use it safely, is an important part of our ICT curriculum as well as the PD programme.

We listen to our students and involve them when reviewing policies such as the anti-bullying policy, or when considering how we can better address issues of equality in a College context. All bullying, including cyber-bullying, prejudiced-based and discriminatory bullying, is taken very seriously and we aim always to deal with any instances that may arise pro-actively, sensitively and promptly – and in a way that is designed to raise awareness and to help with the personal development not only of those directly concerned but also their peers and the broader student community.

12 ACTION TO BE TAKEN IF A STUDENT IS MISSING FROM COLLEGE

An unexplained absence from a student is always cause for concern, and a child missing from College may be a warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of traveling to conflict zones, risk of female genital mutilation, ‘honour’-based abuse or risk of forced marriage.

If the College notices prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, its normal procedures (as set out in our policy on ‘Attendance and Unauthorised student absence’) will be put into effect in order to make contact with the student and/or his or her parents or guardians, to ensure that the student is safe and that we know where s/he is and the reason for the absence.

As directed by KCSiE 2024, the College will hold two emergency contacts for each student on roll.

If we are still unable to locate a student who is missing without a known explanation, or if we start to see, in the case of a particular student, a pattern of unexplained absences developing over time to an extent that raises concern, then the matter will be discussed with Senior Locality Social Worker to seek advice on the most appropriate course of action.

The College will also inform the local authority of any student who fails to attend College regularly or has been absent without the College’s permission for a continuous period of 10 days or more. Failure to report children missing from education would constitute non-compliance with the duty to have regard to KCSiE 2024. Children who go missing from school or college, with no explanation, or who fail to return after a planned absence, will be regarded in the first instance as an immediate safeguarding concern. Every effort will be made to locate the child, liaising with the police and welfare officers as appropriate. The College is aware of, and will implement in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education which can be found at <https://www.gov.uk/government/publications/children-missing-education>

We will inform the People Tracking Officer at Oxfordshire County Council of any student who is going to be deleted from our College Admissions Register where s/he:

- has been taken out of College by her/his parents and the College has received written notification from the parent that s/he is being educated outside the College system, e.g., home education *;
- has ceased to attend College and no longer lives within reasonable distance of Oxford;
- has been certified by a relevant medical practitioner as unlikely to be in a fit state of health to attend College before ceasing to be of compulsory College age, and neither the student nor his/her parent(s) has indicated the intention to continue to attend this College after ceasing to be of compulsory College age;
- is in custody for a period of more than four months due to a final court order and we as a College do not reasonably believe s/he will be returning to the College at the end of that period; or,
- has been permanently excluded.

** In accordance with the recommendation of KCSiE 2024, if a parent expresses their intention to remove their son/daughter from the College with a view to educating at home, we will work with the local authority and other key professionals to try to coordinate a meeting with parents to discuss this.*

The notification will be made as soon as the grounds for deletion are met, but no later than deleting the student's name from the register.

The College maintains a record of all students missing from education.

12.1 **Missing and Absent from Education**

Students who are not where they are expected to be are considered 'missing'. This might include not turning up for a class, or missing curfew in boarding for example. A student who is missing is an immediate safeguarding concern and every effort is made to contact them, their parents/guardian or agent to try and locate them. Full details of the process that must be followed can be found in the Missing persons policy.

Students who stop attending College are considered absent from education. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put students at risk. It is important the College's response to persistently absent students who are missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance 'Working together to improve school attendance' including information on how the College should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding Colleges' duties regarding children missing education, including information College must provide to the local authority when removing a child from the College roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).

- further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form colleges.](#)
- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy.](#)

13 PRIVATE FOSTERING ARRANGEMENTS

Any arrangement where a student who is under the age of 16 is living with a host family for more than 28 days counts as a 'private fostering arrangement'.

The terminology is potentially misleading: 'private fostering' has nothing to do with 'being a foster parent'; and the private fostering team's primary objective is to ensure that all children under 16 years living with a host family in the UK are being appropriately cared for and that they are well and happy throughout their stay with their host family. OSFC does not have students under the age of 16 living with a host family. However, if OSFC were to have a student under the age of 16 living with a host family for more than 28 days, the College would follow all procedures required under the relevant regulations, including liaising directly with the private fostering team within the Oxford City Social Services Department regarding the placement.

Staff in the Boarding Team would give the private fostering team basic information about each student (name, age, nationality, guardian/parent details) and which host family they would be living with. This would be done soon after the placement were confirmed and no later than seven days after the start of term.

There are specific criteria that these families hosting must meet, and the private fostering team will ensure that OSFC has carried out all the required checks.

The private fostering team will contact the parents or guardian of the students concerned to give them their contact details; they will visit the host family early in the academic year to meet the family members and to check the quality of the accommodation; and they will meet with the students at College once every 6 weeks until either the student has reached his or her 16th birthday or s/he is no longer living with a host family. We would notify the private fostering team if there were any change to the arrangement or were the arrangement to end.

Our policy and practice in this respect are in line with the Children Act 1989 and 2004, the UKVI requirements for student visas, and the National Minimum Standards for Boarding Schools 2022.

14 Alternative Provision

Where a school or college places a student with an alternative provision provider, it continues to be responsible for the safeguarding of that student and should be satisfied that the placement meets the student's needs.

The cohort of students in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their students may be vulnerable to. The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

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

15 THE USE COLLEGE PREMISES FOR NON-COLLEGE ACTIVITIES

When services or activities are provided by the College, under the direct supervision or management of our College staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The College will therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the College on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children attend the College. The College will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. In the event that a safeguarding allegation is made, the college will follow their safeguarding policies and procedures, including informing the LADO. The guidance on settings [Keeping children safe in out-of-school](#) details the safeguarding arrangements that the College should expect these providers to have in place.

16 PROCEDURES FOR DEALING WITH DISCLOSURES OR ALLEGATIONS OF ABUSE

An allegation of abuse may be made against a member of staff, a member of supply staff, a volunteer, a governor, a student, parent or other person connected to the College. If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention, it is his/her duty to listen to the student, to provide re-assurance that the student is being taken seriously and that they will be supported and kept safe, and to record the student's statements - but not to probe or put words into the student's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a student, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given: the student should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the DSL or one of the other Designated Staff immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay.

The DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering or is likely to suffer significant harm to the MASH (Multi-Agency Safeguarding Hub) as soon as possible, and in any case within 24 hours.

Where the allegation is **against a member of staff or volunteer at the College or any other person in a position of trust**, it must be **reported to the Principal**, not to the DSL. If the Principal is unavailable, the Chair of the Board of Governors should be informed. Any allegations of abuse against a member of staff or a volunteer will be dealt with according to the statutory guidance set out in Part 4 of KCSiE 2024. The Principal will report the matter to the LADO (Local Authority Designated Officer) as soon as possible, and in any case within 24 hours. Further details of the College's policy on dealing with allegations against staff and volunteers.

Concerns relating to child sexual exploitation or about child radicalisation will be referred to the relevant bodies following the guidance issued by the OSCB.

In certain situations, the DSL or another member of the designated team may, in the first instance, contact the Locality Senior Social Worker for a consultation in which the name of the child is not given. The advice received will determine the action to be taken next.

Where the allegation is **against the DSL, who is also the Vice Principal**, the member of staff should immediately **inform the Principal**. If the Principal is unavailable, the Chair of the Board of Governors should be informed. If the Chair cannot be reached immediately, then the LADO should be contacted directly. Contact details for the Chair of the Board of Governors and the LADO are given in Sections 21 and 23 below.

Where the allegation is **against the Principal**, the member of staff should **inform the Chair of the Board of Governors**. If the Chair cannot be reached immediately, then the LADO should be contacted directly. Contact details for the Chair of the Board of Governors and the LADO are given Sections 21 and 23 below.

In all cases, the member of staff receiving the disclosure / allegation may choose to contact the MASH directly. Keeping Children Safe in Education makes clear that 'anybody can make a referral'. Contact details for the MASH, including an out of hours emergency contact number, are given in Section 23 of this policy.

Borderline cases will be discussed with the LADO and, following discussion, the LADO will judge whether or not an allegation or concern meet the relevant threshold with the information available at that time. Should the information change then further consultation may take place. The LADO and Principal will decide what further steps should be taken. This will involve informing parents and could include reporting the matter to the police.

Where it is believed a crime may have been committed, the matter will be reported to the police.

16.1 Taking the child's wishes into account

Where there is a safeguarding concern, the child's wishes and feelings will be taken into account as far as possible when determining what action to take and what services to provide.

16.2 Safeguarding and children with special educational needs and disabilities

It is recognised that children with special educational needs or disabilities (SEND) can present additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury, relate to the child's impairment without further exploration; children with SEND can be disproportionately impacted by issues such as bullying, without necessarily showing outward signs; communication barriers.

It is important, therefore, to be particularly sensitive to these issues when considering any aspect of the welfare and safety of such children, and to seek professional advice where necessary.

Further information can be found in the College Special Educational Needs and Disabilities policy, [DfE SEND Code of Practice](#) and [Supporting pupils with medical conditions at school](#) And

from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service \(councilfordisabledchildren.org.uk\)](#)

- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- [NSPCC](#) - Safeguarding children with special educational needs and disabilities (SEND) and NSPCC – Safeguarding child protection/deaf and disabled children and young people

17 PRACTICAL GUIDANCE FOR STAFF

17.1 Dealing with disclosure

The needs and wishes of the child should be paramount (along with the protecting the child) in any response. It is important that the child feels as much in control of the process as it reasonably possible.

What to do if someone shares a safeguarding concern about themselves or someone else:

- **Always stop and listen straight away** to someone who wants to tell you about incidents or suspicions of abuse. Do so as neutrally as you possibly can, without displaying shock or disbelief.
- **Reassure the student** that they are being taken seriously and that they will be supported and kept safe. Never give a student the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. A student should never be made to feel ashamed for making a report.
- **Write brief notes** of what they are telling you, if possible while they are speaking. Always keep your original notes, however rough. It's what you wrote at the time that may be important later. If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.

Record the date, time, place and any noticeable non-verbal behaviour. Wherever possible, record the actual words used by the child. Record statements and observable things rather than your interpretations or assumptions.

- **Never make a promise that you will keep what is said confidential or secret.** If you are told about abuse, you have a responsibility to report it so that action can be taken. However, do your best to reassure the child that the information will be shared only with those who need to know.
- **Do not ask leading questions** that might give your own ideas of what might have happened (of the type "Did s/he do x to you?"). Just ask open questions, e.g., "what do you want to tell me?" Or "is there anything else you want to say?"

Do not criticise the alleged perpetrator. Do not ask the student to repeat his or her account for another member of staff

- **Explain what you have to do next** and who you have to talk to.
- Immediately tell the DSL or one of the other designated members of staff unless they are themselves accused or suspected of abusing. Don't tell other adults or young people what you have been told.
- **Discuss** with the designated member(s) of staff whether any steps need to be taken to protect the person who told you about the abuse.
- **If the allegation is against a designated member of staff** see Section 19 below for details of the procedure to follow in the case of an allegation against a member of staff.

- If the disclosure is about the sharing of nudes or semi-nudes (indecent images), never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal. You should also not ask the student to disclose information regarding the imagery, and should not delete it, or ask the student to delete it. If you view the imagery by accident (e.g., if a young person has showed it to you before you have had chance to ask them not to), you should report this to the DSL and seek support.
- **Never attempt to carry out an investigation** of suspected or alleged abuse by interviewing people etc. This should be left to children’s social care and police staff who are trained to do this.
- **Try to get some support yourself.** The Designated Staff should be a good source of such support.

Finally...

Never think abuse is impossible in your group, or that an accusation against someone you know well and trust is bound to be wrong.

17.2 A few things one could say to a child who decides to confide in a member of staff:

- ‘What you are saying to me is important and I will treat it as such.’
- ‘I’m glad you were able to tell me / someone.’
- ‘I will help you as best I can.’
- ‘This is so important I need to talk to someone about it.’

17.3 Recording

If a member of staff has a concern about a student or if a student tells them they are being abused, exploited or neglected. Staff will appropriately respond by listening and offering reassurance. Staff should make an accurate factual record as soon as possible including details of:

- Dates and times of their observations
- Dates and times of any discussions in which they were involved
- Any injuries
- Explanations given by the child / adult
- What action was taken
- Any actual words or phrases used by the child
- Note the emotional state of the student
- Any questions the staff member asked (remembering not to ask any leading questions)
- Actions taken following the disclosure.

Make any records at the time – while listening if possible – otherwise as soon as possible afterwards. Remember always to keep your original notes, however rough they may be.

Ensure your record is clear and legible and as full as possible; record: date, time, place, what was seen or heard, persons present; what action was taken and by whom. Also note the emotional state the child was in.

Handwritten records (only) should be stored securely and confidentially in the Safeguarding Team folder. The main safeguarding record for all students will be held on CPOMS. All staff have access to add notes onto the system.

17.4 To report or not to report

It can be very difficult to know when to report / refer and when not to, especially with what may appear to be minor issues – for fear that one may be acting too soon, on a hunch that may prove groundless, or getting a colleague or a member of the student’s family ‘into trouble’.

However, even minor concerns may have an unexpected significance when taken in the context of further information and circumstances of which others may be aware. It is, therefore, important to discuss even vague concerns with the DSL or with one of the other designated members of staff for guidance and advice on whether a referral needs to be made. The DSL or other designated member of staff will then be able to put support in place for Children in Need (e.g., early help, pastoral support, children’s social care as appropriate). Children at Risk should be reported to children’s social care immediately (within 24h) and if a crime has been committed this should be reported to the police.

It is important to note also that any staff member can refer their concerns to children’s social care directly. Anybody can make a referral.

The consequences of not reporting your suspicion if a child has been abused could be far more serious than making a report that proves to be unfounded.

17.5 Information sharing and data protection

The Data Protection Act 2018 and UK GDPR places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Information on how we process, share and store information can be found in ‘OSFC Data Protection Policy 2024-25’.

Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

In other words, where the welfare and safety of one or more children are concerned, the need to share information with the relevant agencies trumps data protection.

Where students with a child protection file leave OSFC, the DSL will ensure that their file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first five days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt.

In addition to the child protection file, the DSL will consider if it would be appropriate to share any information with the new school/ college in advance of a child leaving, e.g., information that would allow the new school/college to continue supporting a child who has had a social worker and been a victim of abuse, or a child who is currently receiving support through the “Channel” programme.

17.6 Informing parents

Maintaining open and honest communication with parents is a key tenet at OSFC. We believe that, as a general principle, parents should be informed about any concerns regarding their children. However, it is important to stress that concerns of a child protection nature must in the first instance be referred to the DSL, or to one of the other senior staff with designated responsibility for child protection at OSFC, who will decide on the appropriate response.

Where it has been judged that a referral to Social Care needs to be made by the Designated Safeguarding Lead or by one of the other senior staff at OSFC with designated responsibility for child protection, we will aim to share our intention to refer with the student's parents or guardians – unless it is deemed that to do so would put the child at greater risk of harm or impede a criminal investigation. Whether it is appropriate to inform parents in advance and, if so, how, when and by whom this information is best communicated will normally be discussed with Social Care staff and a course of action determined in conjunction with them.

17.7 Reporting to the police

Where the DSL believes that a crime may have been committed, she will report the matter to the police without delay. It will also be referred to the NSPCC.

18 STAFF RECRUITMENT

18.1 Safer recruitment practices

Our procedures for the selection and recruitment of all staff and volunteers follow the government's recommendations for the safer recruitment of staff and volunteers who work with children and young people (see the College's Safer Recruitment policy). They comply with the principles and practices set out in KCSiE 2024 and with the Independent School Standards regulations (2014).

The College maintains an accurate Single Central Record (SCR) in line with statutory guidance. This will be monitored and reviewed to ensure compliance by the Governing Body and the College's Leadership Team.

Members of the teaching and non-teaching staff at OSFC, including part-time staff, temporary and supply staff and sports coaches, are subject to the necessary statutory pre-appointment checks before starting work. Volunteers, host families accommodating our students, contractors working regularly during term-time and any agency or third-party staff whom we may use from time to time are also subject to the relevant statutory checks.

The College will also seek to obtain confirmation that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our students here at College, on another site or at a separate institution.

The College's HR Officer, overseen by the Vice Principal, is responsible for co-ordinating all staff recruitment procedures and checks at OSFC. The Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.

The College will ensure that contractors and providers are aware of the College's safeguarding policy and procedures and that this will be referred to and followed if an allegation is made regarding a member of their agency. The College will require that employees and volunteers provided by these organisations use the College's procedures to report concerns.

We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2024. If assurance is not obtained, permission to work with our children or use our College premises may be refused.

We will carry out an online search on shortlisted candidates to help identify any issues that are publicly available online. Shortlisted candidates will be informed before online searches are carried out. Ensure that evidence of these checks has been retained.

In addition:

We will check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.

We will ensure that an applicant to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State for prohibition checks, or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012.

Fuller details of our procedures for ensuring compliance with current regulations and guidance on staff recruitment are set out in the College's Safer Recruitment Policy.

18.2 DBS and other checks on current staff

KCSIE 2024 states that College's need to carry out new checks on existing staff under the following circumstances:

- if an individual working at the College moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children (in such circumstances, the relevant checks for that regulated activity must be carried out);
- if there has been a break in service for 12 weeks or more;
- if there are concerns about an individual's suitability to work with children.

All host families, and anyone living in the house who is aged 16 and over is subject to a fully enhanced DBS check and is required to sign up to the update service. This enables the College to make 'spotchecks', for example, if dad was arrested it is unlikely he will disclose that he is a host family, unlikely the police will ask and therefore the College won't know about the arrest.

18.3 Single Central Register

Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- an identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check.

- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom.

For supply staff, schools and colleges should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

A record of staff leavers must be maintained on the Single Central record.

Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity. The SCR shall be updated in the light of any further legislation.

19 STAFF BEHAVIOUR AND CODE OF CONDUCT

The nature of the interactions between staff and students is central to the ethos at OSFC. At the heart of this ethos lie trust, mutual respect and an emphasis on being true to oneself and on encouraging open and honest communication. We want this to be a College community that values and promotes individuality, enthusiasm and personal commitment, and flexibility. We want to get to know our students and to work with them as individuals, each with her or his own personality, talents, interests, needs and aspirations. However, staff need to take care to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. Our Code of Conduct (in the Staff Handbook) for staff is designed to accommodate and promote this ethos while ensuring that our working practices are thoughtful and well-considered and that they are designed with the safety and protection of staff and students in mind.

19.1 Making a professional judgement

It is important to stress that this guidance cannot provide a complete checklist of what is or is not appropriate behaviour for staff in all circumstances. There may be occasions and circumstances in which staff members may have to make decisions or take action in the best interests of a child or young person which could contravene the guidance given in this Code, or where no guidance exists.

In such circumstances, judgements and actions taken should always be recorded and shared with a senior member of staff as soon as possible after the event.

At all times, members of staff are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge. They should always consider whether their actions are warranted, proportionate and safe, and whether they are applied equitably.

19.2 Propriety and behaviour

All staff in a College have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. It is therefore expected that members of staff at OSFC will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

Staff should be aware that safe practice also involves using judgement and integrity about behaviours in contexts other than the work place.

There may be times, for example, when an adult's behaviour or actions in their personal life may come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their position in the workplace or to indicate an unsuitability to work with children or young people. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

All staff are required to adhere to the Acceptable use of IT Policy for Staff, found in the Staff Handbook.

19.3 Position of trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education are in positions of trust in relation to the young people in their care.

It is an offence under Section 16 of the Sexual Offences Act, 2003, for a person in a position of trust, such as a teacher, to engage in a sexual relationship with a young person under the age of 18 even if, in the case of those over the 16, the relationship is consensual. OSFC policy goes beyond this in stating that members of staff must not under any circumstances engage in a relationship with any student at OSFC, regardless of whether or not they are under the age of 18. Failure to adhere to this policy would result in the College's disciplinary procedures being invoked.

Staff must take all reasonable steps to ensure that their actions and behaviour do not place them or students at risk of harm or of allegations of harm to a student. Interactions and communications between staff and students at OSFC should remain professional in nature at all times.

19.4 Communication with students

Communications with students must always be professional in nature and in motivation. Communication should always take place via the designated College email address or on Microsoft Teams. Staff should not write personal messages to students in any medium – including letters, notes, text messages, emails, messages left on social networking websites, or any other form of private messaging service. They should not accept students as friends on social media.

Communication with students should not be from a personal phone or email address; if a member of staff needs to contact a student by telephone or email, s/he should do so using a College telephone and/or the OSFC email system. Staff must not communicate with students using text messages, nor give their personal mobile phone numbers or personal email addresses to students.

The group leader on all College trips and visits involving an overnight stay should take a College mobile phone with him/her and may ask the students for their mobile numbers before allowing them out in small, unsupervised groups. The College mobile should be used for any contact with students that may be necessary. The group leader must then delete any record of students' mobile phone numbers at the end of the trip or visit and should ensure that students delete the College trip mobile number if they stored this on their own devices during the trip.

The only exception to the above is if a staff member holds a College mobile as part of their role. In this case, the member of staff may use the College mobile for communication (via text or WhatsApp). However, if they do so, they should retain all the messages on the phone so that they have a record of conversations with the students should it be required.

It is strongly recommended that staff do not communicate with former students on personal social media for one calendar year after that student leaves the College (and even then, only when they student is also older than 18 years of age). If staff need to contact former students for work purposes in the first year, it is strongly recommended that this is via the staff member's OSFC email or OSF MS Teams account. It is worth noting that a student leaving OSFC at the end of an academic year may be on the College Roll until the end of August of that year.

19.5 One-to-one situations

Members of staff at OSFC are likely to find themselves in one-to-one situations with a student from time to time. In particular, one-to-one meetings between students and their Senior Tutor are a key feature of our pastoral and mentoring approach. In addition, teaching staff at OSFC will often take the time to give extra support to a student who needs it; there are some instances where a subject may need to be taught in one-to-one lessons; the College Matron needs to see students in private, as may boarding Heads of House and other staff with pastoral responsibilities from time to time.

We all have a responsibility to ensure that our behaviour is totally beyond reproach, and that it is not likely inadvertently to lay us open to allegations of abuse. It is good practice to: avoid one-to-one meetings with students in remote or secluded areas of the College; wherever possible, ensure that others are within earshot; use a room with a visual panel and / or leave the door open (unless there are good reasons why the conversation has to be had in confidence); avoid the use of 'Engaged' or equivalent signs, as they may create an opportunity for secrecy or the interpretation of secrecy.

It is important always to report to a member of the designated safeguarding team any one-to-one situation in which a student may show signs of becoming uncomfortable or ill at ease (see also Section 20, 'Low level concerns').

Pre-arranged meetings with students away from the College premises are not permitted unless approval has obtained from their parent and the DSL or other senior colleague with delegated authority.

19.6 Physical contact with students

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they do so only in ways which are appropriate to their professional role. Staff should, therefore, use their professional judgement at all times.

Staff should not have unnecessary physical contact with students and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by students or onlookers. A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

If a member of staff believes that an action could be misinterpreted or that it may have been misinterpreted, s/he should record the incident and circumstances and inform the DSL or one of the other colleagues with designated responsibility who will advise on the best course of action in the circumstances.

19.7 Physical restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL who will decide what to do next.

Please refer to the OSFC Promoting Good Behaviour Policy for more detailed information.

19.8 Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, great caution should be used if the demonstration involves contact with students and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games will, on occasions, have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment or assist them with an exercise. This should be done with the student's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

19.9 Transporting students

It is inadvisable for a member of staff to give a lift in a car to a student alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting being present.

That said, there will inevitably be circumstances in which a member of staff, in their professional capacity and in the normal course of their duties, is required to transport a student unaccompanied in a car. It is not unusual, for instance, in cases where a boarding student needs to move from one host family to another for one of the colleagues from the Boarding Office to help them do so. Another example may be a member of the PE department needing to accompany a student to A&E following a sporting injury. In all such situations, the journey should be made known to a senior member of staff and a note made of the journey, its purpose and the time, date and destination. The member of staff concerned should retain this note in case it needs to be referred to at a later date.

19.10 Confidentiality

Staff members should never give absolute guarantees of confidentiality to students or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made. Staff may have access to confidential information about children and young people in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information. These details must be kept confidential at all times and shared only when it is in interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass a child or young person concerned. It should never be shared casually in conversation or passed to any person other than on a strictly need-to-know basis.

There may be circumstances in which a member of staff may be expected to share information about a child, for example if abuse is suspected. In such cases, staff have a duty to pass such information on without delay, but only to those with designated responsibilities for child protection.

If a member of staff is in any doubt about whether to share information or keep it confidential s/he should seek guidance from a senior member of staff or from one of the colleagues with designated responsibility for safeguarding and child protection.

19.11 Photography and videos

Many College activities involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and well-being of students. Informed consent from parents and agreement from the student should always be sought before an image is taken for any purpose.

Careful consideration should be given to the question of how these activities are organised and undertaken. Care should be taken to ensure that all parties understand the implications of the image being taken, especially if it is to be used for any publicity purposes or published in the media or on the Internet.

Staff should:

- Act in accordance with the College's Taking, Storing and Using Images of Children Policy;
- Be clear about the purpose of the activity and what will happen to the images when the lesson/activity is concluded;
- Ensure that a senior member of staff is aware of the use and its purpose;
- Avoid making images in one-to-one situations, or ones which show a single child with no surrounding context;
- Ensure students are aware that they are being photographed and that they have agreed to this; also that they understand why the images are being taken, and that they are appropriately dressed;
- Use only equipment provided or authorised by the College;
- Remain sensitive to any students who, for whatever reason, appear uncomfortable and recognise the potential for such activities to raise concerns or lead to misunderstandings.
- Any photographs involving students taken on an authorised personal device should be deleted from the personal device as soon as they have been downloaded onto the College system;
- Seek permission from parents where appropriate;
- Be able to justify any images of children in their possession.

It is totally unacceptable for any member of staff at OSFC to take photographs of students for their personal use.

19.12 Home visits

All work with students and parents should, wherever possible, be undertaken in College or other recognised workplace. There may, however, be occasions where, in response to urgent or specific situations, it is necessary to make one-off or regular home visits. While we recognise that staff at OSFC are highly unlikely to have to make such visits, we think it advisable to set out a code of conduct that should be applied if and when relevant.

Where a member of staff has to visit a student's home, it is essential that a senior member of staff has approved the visit, or sequence of visits, and that an appropriate risk assessment is in place to safeguard students and the adults who work with them. A risk assessment should include an evaluation of any known factors regarding the child/young person, parents and others living in the household.

Specific consideration should be given to visits outside of 'office hours' or in remote or secluded locations. Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available, visits should not be made alone.

Where a programme of work is to be undertaken in the home, an appropriate work space should be provided and a written work plan/contract should be agreed with the student and parent. This should include: clear objectives; content; timing; and duration of sessions; ground-rules; child protection and confidentiality statements. The plan should take into account the preferences of student and parent.

There should also be an agreement that the parent or other suitable adult will remain in the home throughout the session. Where the situation is such that changes in agreed work arrangements are required, a quick assessment will be necessary to determine if the session can continue. The DSL or another appropriate senior member of staff should then be informed as soon as is practically possible.

19.13 Actively promoting fundamental British values

In common with all schools and colleges, we are required to 'actively promote the fundamental British values of democracy, the rule of law, individual liberty and respect and tolerance for others, including those with different faiths and beliefs'. We also need to be able to demonstrate that we do this.

These values are entirely in keeping with the ethos at OSFC and should therefore be inherent in everything that we do. Nevertheless, it is important always to bear these in mind and to ensure that they infuse every aspect of our College life, in the classroom, in extra-curricular activities, etc.

19.14 The Prevent Duty

The Counter-terrorism and Security Act 2015 was revised in 2021, and again in 2023. The guidance places a duty on colleges to take active steps to prevent their students from being radicalised or drawn into extremism and terrorism. In line with government guidance, we consider our responsibilities under The Prevent Duty to be part of our broader responsibilities to safeguard and promote the welfare of our students. To this end, a concern that a student is at risk of being radicalised or drawn into extremism should be treated in exactly the same way as a concern relating to physical, emotional, sexual or any other sort of abuse. Such concerns must be communicated at a very early stage to the DSL or any of the other staff with designated responsibility for child protection.

We also have a duty to ensure that any speakers we invite to speak in College are suitably vetted in advance, and supervised while they are speaking or otherwise interacting with students, to ensure that such talks can never present an opportunity for extremist or partisan views to be promoted in our College.

19.15 A non-partisan approach to political, ethical and religious issues

A healthy understanding of the world around us is an important part of the educational experience that we want to provide for our students. In doing so, the emphasis should always be on openmindedness, tolerance and critical evaluation – encouraging students to appreciate that, where moral, ethical, religious or political questions are concerned, there is always likely to be a multiplicity of viewpoints, and stressing the need to respect the views of others.

When such issues arise, in subject teaching or in the context of co-curricular or extra-curricular activities (such as Debating Club) staff must always ensure that they offer a balanced presentation of opposing views which precludes the promotion of partisan (i.e., one-sided) opinions or dogma.

ISI guidance also stipulates that ‘pupils should not be actively encouraged by teachers or others to support particular political viewpoints.

19.16 Whistleblowing

Safeguarding in a College is everyone’s responsibility. All staff and volunteers should feel able to contribute to, and help improve, the College’s safeguarding and child protection arrangements and policy.

By the same token, all staff and volunteers should also feel able to raise concerns about what they may consider to be inadequate or unsafe practice or about potential failures in the College’s safeguarding policy and practice. Such concerns should be addressed directly to the DSL or to one of the other members of the Safeguarding team. They will always be taken seriously and given careful consideration by the senior leadership team. Low-level concerns should also be reported (see Section 20 and LowLevel Concerns policy).

If a member of staff has concerns about the behaviour or another member of staff towards a student, then s/he should report these concerns at once to the Principal, and in their absence to the Chair of the Board of Governors (as outlined in Section 19.1 below).

To report such a concern, a member of staff may, in the first instance, go and talk to the Principal to make a verbal report. In such instances, the Principal will ask the member of staff concerned to make a written note of their concerns and submit them to him/her immediately after the meeting. If the initial report is made in writing (by note or email for instance), the Principal will ask to see the member of staff as soon as practically possible after receipt of the report to hear the concerns in more detail.

It cannot be overemphasised that such concerns must be reported at once. And no-one who reports a genuine concern in good faith needs to fear retribution. A member of staff or a student reporting a child protection issue, allegation or concern will suffer no adverse consequences, regardless of the status of the person against whom the allegation was made and of whether the allegation or concern prove founded over time, provided the report was made in good faith. The NSPCC whistleblowing helpline (tel.: 0800 028 0285, from 8 am to 8 pm Monday to Friday, or email: help@nspcc.org.uk) is also available for staff in College’s who, for whatever reason, do not feel able to raise concerns regarding any child protection failures internally or feel that their safeguarding concerns are not being addressed.

The Nord Anglia Education Whistle Blower Protection Policy can be found on the OSFC [website](#), and provides further information about whistle blowing in broader context, e.g., how an employee can report any breach of the Nord Anglia Education Code, Compliance Policies, laws or regulations. The policy includes contact information for an independently run ethics hotline.

20 ALLEGATIONS AGAINST STAFF AND VOLUNTEERS (including those accessing College premises)

20.1 Dealing with an allegation of abuse against a member of staff

This section sets out the College's policy (Allegations against staff policy) in any case in which it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or that may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates that he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of College, that might make an individual unsuitable to work with children and is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. This includes allegations relating to individuals or organisations using the College premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, the College should follow their safeguarding policies and procedures, including informing the LADO.

An allegation of abuse made against a member of staff will always be treated with the greatest care. Our response has to be considered and sensitive to all parties. It must aim for a quick resolution to the benefit of all concerned, avoiding all unnecessary delays. It must also aim to strike a balance between the need to protect children from abuse on the one hand, and the need to protect staff from false or unfounded accusations on the other.

An allegation may be received in one of various ways: it may be a direct complaint made by a student or a parent to another member of staff or directly to a relevant external agency; it may come from another party that may have been told about or witnessed abuse; or it may come as an anonymous referral.

If a member of staff is informed about a possible allegation, s/he should **immediately report the matter to the Principal**, who will discuss it with the LADO (Local Authority Designated Officer) as soon as possible and, in any case, within 24 hours of receiving the allegation. In the absence of the Principal, the matter should be reported to the Chair of the Board of Governors, who will refer to this guidance and seek to report the allegation to the Principal at the earliest possible opportunity and assume responsibility for contacting the LADO if the Principal is unavailable. If the member of staff feels that there is a conflict of interest in reporting the matter to the Principal, they should report it directly to the LADO.

If the allegation is **against the Principal**, then it must be **reported directly to the Chair of the Board of Governors** (see Section 21 of this document for contact details) without informing the Principal first. The Chair will inform the LADO as soon as possible.

If the Chair cannot be contacted immediately, the allegation should be reported directly to the LADO, tel.: 01865 815956). Out of office hours, call the Emergency Duty Team on 0800 833408.

20.2 What happens next?

Each situation will be assessed on its own merit and with due regard to the welfare of the child in question while at the same time supporting the person who is the subject of the allegation.

Under no circumstances should the College's senior management, or indeed any member of staff at the College, conduct their own investigation without prior consultation with the LADO or, in more serious cases, the police, so as not to jeopardise statutory investigations.

The timescale required to deal with a particular issue will depend on the nature, seriousness and complexity of the allegation. However, in all cases, the aim will be to try resolve the issue as quickly as possible while, of course, ensuring a fair and thorough investigation.

All allegations will be investigated as a priority and without delay. If, after initial consideration and discussion with the LADO, it is concluded that the allegation does not involve a possible criminal offence, it will be for the College to deal with it. This will be done quickly and with due regard to the College's disciplinary procedures.

Where further investigation is required, the nature, content and context of the allegation will be discussed with the LADO and a course of action agreed with him, including how an investigation should be carried out and by whom, whether the police should be informed, and what should be said to the individual concerned and the parents of the child / children involved.

Where the allegation concerns a member of staff, a volunteer or another student, the subject of the allegation would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. A member of staff will normally be appointed to keep the person informed of the likely course of action and the progress of the case.

Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

20.3 Suspension

The possible risk of harm to the child needs to be effectively evaluated and managed, both in respect of the child involved in the allegations and of any other children who may be directly or indirectly involved. In some cases, this may lead the College to consider suspending the person until the case is resolved. However, before doing so, the College will consider very carefully whether the circumstances of the case warrant the member of staff to be suspended from contact with students or whether alternative arrangements can be put in place until the allegation or concern are resolved. A member of staff will be suspended only if it is judged that there is no reasonable alternative. The advice and guidance of the LADO will always be sought in such instances.

Where the decision is taken to suspend a member of staff, the reasons and justification will be recorded and the member of staff notified of the reasons.

As part of its duty of care to its staff, the College will seek to provide effective support for a colleague who may be facing an allegation. S/he will be provided with a named contact at the College if they are suspended.

If a member of boarding staff is suspended pending an investigation of a child protection nature, then the College will make arrangements for the member of staff concerned to have no direct contact with students until the matter is resolved.

20.4 False allegations

If an allegation is determined to be false or unsubstantiated, the Principal will, after conferring with the LADO, determine whether the student should be given a sanction, which could include temporary or permanent exclusion, as well as a referral to the police if there are grounds for believing that a criminal offence may have been committed. In such cases the DSL will also refer the matter to children's social care services to determine whether the child concerned is in need of help or support, or may have been abused by someone else.

In the rare event that an allegation is shown to have been deliberately invented or malicious, the Principal should consider whether any disciplinary action is appropriate against the student who made it, or, if the person concerned was not a student, whether the police should be asked to consider if any action might be appropriate.

20.5 Record keeping

The outcome of investigation of an allegation will record whether it is:

- Substantiated – there is sufficient evidence to prove the allegation;
- Unsubstantiated – there is insufficient evidence either to prove or disprove the allegation. The term therefore implies neither guilt nor innocence;
- Unfounded – to reflect cases where there is no evidence or proper basis which supports the allegation being made;
- False – there is sufficient evidence to disprove the allegation; or
- Malicious – there is sufficient evidence to disprove the allegation – and that there has been a deliberate act to deceive.

If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a comprehensive record of the allegation, details of how it was followed up and resolved, and a note of any action taken, decisions reached, and the outcome will be kept on the Low Level Concerns folder, separately to the member of staff's personnel file. A copy will be provided to the member of staff, in accordance with DfE advice.

20.6 References

KCSiE 2024 states that cases in which an allegation was found to be false, unfounded, unsubstantiated or malicious should not be included in employer references. Any repeated concerns or allegations which have all been found to be false, unfounded, unsubstantiated or malicious should also not be included in any reference [...] Substantiated allegations should be included in references, provided that the information is factual and does not include opinions.

20.7 Confidentiality and reporting restrictions

During the course of the investigation the College, in consultation with the LADO, will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with.

Due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from students. With effect from 1

October 2012, restrictions have been in place regarding the reporting or publication of any material that that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same College (where that identification would identify the teacher as the subject of the allegation). Colleges are required to make every effort to maintain confidentiality and to guard against unwanted publicity.

These restrictions apply up to the point where the teacher concerned is charged with an offence or the Secretary of State (see below) publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves.

20.8 Reporting staff departures to the Disclosure and Barring Service

The College is obliged, in common with all other schools and colleges in the UK, to make a referral to the Disclosure and Barring Service (DBS) if the two main conditions below are both met:

Condition 1 – Any person, whether employed, contracted, a volunteer or a student, who has been permanently removed from a regulated activity because s/he is considered unsuitable for work with children. This would include instances of dismissal or non-renewal of a fixed-term contract; instances of re-deployment to a non-regulated activity that involves no unsupervised contact with children; instances where the College is unwilling to engage a supply teacher provided by an employment agency; the termination of the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; and resignation, retirement or voluntary withdrawal from supply teaching, contract working, a teacher training course or volunteering.

Condition 2 – The person being referred has:

- engaged in ‘relevant conduct’, i.e., harmed, or poses a risk of harm, to a child or vulnerable adult through their action or inaction (e.g., emotional, psychological, physical, sexual, neglect);

or

- satisfied the ‘harm test’, i.e. caused actual harm or presented a significant risk of harm to a child, corroborated by tangible or at least credible evidence;

or

- received a caution for, or been convicted of, a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence. A relevant offence for the purposes of referrals to DBS is an automatic inclusion offence as set out in the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009 (amended) and the Safeguarding Vulnerable Groups (Prescribed Criteria and Miscellaneous Provisions) Regulations (Northern Ireland) 2009.

The College is also under a duty to refer, through the TRA, to the Secretary of State, under sections 141D and 141E of the Education Act 2002, any instance where a teacher has been dismissed (or would have been dismissed had s/he not resigned) because of serious misconduct. The Secretary of State may, following an investigation, decide to make a prohibition order in respect of that person. The reasons for such an order to be considered are ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’.

The address for DBS referrals is:

Disclosure and Barring Service
PO Box 3961

Royal Wootton Bassett
SN4 4HF

The address for TRA referrals is:

Teacher Misconduct Unit
Teaching Regulation Agency (TRA)
53-55 Butts Road
Earlsdon Park
Coventry CV1 3BH

20.9 Review following the conclusion of a case

As soon as practically possible after the conclusion of a case in which an allegation is substantiated, the DSL will review the circumstances of the case with the LADO to determine whether any improvements need to be made to the College's procedures or practice to avoid similar events from occurring in the future. The DSL will ensure that the review is thorough and takes into account all aspects of the case and of the way in which the College dealt with it, including a review of the decision to suspend where this was the case.

21 LOW-LEVEL CONCERNS (CONCERNS THAT DO NOT MEET THE HARM THRESHOLD)

Concerns that do not meet the harm threshold may arise in several ways and from a number of sources, e.g., suspicion; complaint; disclosure made by a child, parent or other adult within or outside of the College; or as a result of checks undertaken. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a “nagging doubt” – that an adult working in or on behalf of the College may have acted in a way that is inconsistent with the staff code of conduct (including inappropriate conduct outside of work) and does not meet the allegations threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include:

- being over friendly with students;
- having favourites;
- having photographs of students on their mobile phone, contrary to College policy; •
engaging with a student on a one-to-one basis in a secluded area or behind a closed door;
- humiliating students.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is very important that low level concerns are shared, to embed a culture of openness, trust and transparency in which the expected behaviour set out in the Staff Code of Conduct is lived, monitored and reinforced by all staff. This should also protect staff from potential false allegations or misunderstandings.

Staff should **share low level concerns responsibly with the Principal**, who will handle and respond to such concerns sensitively and proportionately. The Principal will collect as much information as possible by speaking directly to the person who has raised the concern, to the individual involved and any witnesses. The Principal is the ultimate decision maker in respect of all low-level concerns but may wish

to consult with the DSL. The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken (e.g., supporting the individual to correct unprofessional behaviour at an early stage, identifying any weaknesses in the College’s safeguarding system, etc.). A record will be kept of the details of the concern, the context in which the concern arose and the action taken, along with the rationale for the decisions and the actions taken. The name of the individual sharing their concerns should also be noted, though if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the Principal will consult the LADO.

KCSiE 2024 is clear that College should only provide substantiated safeguarding concerns/allegations that meet the harm threshold in references. Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, e.g., misconduct or poor performance, or where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated. Low level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential pattern of inappropriate behaviour can be identified.

22 CONTACT DETAILS FOR THE CHAIR OF THE BOARD OF GOVERNORS

Mr Richard Davies
 Regional office Europe
 Rue du Petit-Chêne 11
 Lausanne 1003
 Switzerland
 Tel: +41 79 108 34 42

Richard.Davies@nordanglia.com

23 CONTACT DETAILS FOR OSFC STAFF WITH DESIGNATED RESPONSIBILITY FOR CHILD PROTECTION AND SAFEGUARDING

Key Contact Details

| Key Personnel | Name (s) | Contact details |
|------------------------------------|-----------------|--|
| Designated Safeguarding Lead (DSL) | Carole Nyssen | Ext: 2011 Mobile: 07786950552 |
| Deputy DSL(s) | Sevi Spicer | Ext: 2020 Mobile: 07384 469 795 |
| Safeguarding Officer | Zig Powel | Ext: 2037 or 2038 Mobile: 07826 207 641 |
| Safeguarding Officer | Szilvia Fazekas | Ext: 2038 or 2037 Mobile: 07919 537 093 |

| | | |
|-------------------------------------|------------------|--|
| Safeguarding Officer | James Platt | Email: Jamesplatt@oxfordsixthformcollege.com |
| Safeguarding Officer | Carlota Collins | Email: CarlotaCollins@Oxfordsixthformcollege.com |
| School's named 'Prevent' lead | Melissa Tynegate | Ext: 2005 Mobile: 07384 257 155 |
| College's Senior Mental Health Lead | Carole Nyssen | Ext: 2011 Mobile: 07786 950 552 |
| Nominated Safeguarding Governor | Sue Hill | sue.hill@nordanglia.com |
| Chair of Governors | Richard Davies | Tel: +41 79 108 34 42 |

24 MULTI AGENCY WORKING

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and complete required actions within agreed timescales.

External agencies contact information

Oxfordshire Safeguarding Children Board (OSCB): www.oscb.org.uk

- LADO (Local Authority Designated Officer) Jo Lloyd – 01865 810603
Lado.safeguardingchildren@oxfordshire.gov.uk

Children's Social Care

- MASH (Multi-Agency Safeguarding Hub) – 0345 050 7666 (this is also the phone number for consultations)
mash-childrens@oxfordshire.gcsx.gov.uk
- Children's Social Care Team (Oxford City) – 01865 328563
- Emergency Duty Team – 0800 833 408

For issues relating to Child Sexual Exploitation

- Kingfisher Team (Child Sexual Exploitation) – 01865 309196

For issues relating to radicalisation / extremism / Prevent

- To report concerns to the police
Thames Valley Police Prevent Officer: preventreferrals@thamesvalley.pnn.police.uk
- For advice / information from local children's services MASH (Multi-Agency Safeguarding Hub) – 0345 050 7666 mash-childrens@oxfordshire.gcsx.gov.uk
- DfE helpline for non-emergency advice to staff and governors
0207 340 7264 counter.extemism@education.gov.uk
- Emergency reports: Anti-Terrorist Hotline – 0800 789 321

Other contacts

- Adult Mental Health Services 01865 902 200 (out of hours 01865 901000)
CityNEOxon.AMHT@oxfordhealth.nhs.uk
- The NSPCC helpline help@nspcc.org.uk; 0800 028 0285
- Police emergency – 999
- Police non-emergency – 101
- Disclosure and Barring Service (DBS) – 03000 200 190
- Teaching Regulation Agency (TRA) – 0370 000 2288 (general enquiries); 0207 593 5393 (teacher misconduct)

Sources of advice and information

- Keeping Children Safe in Education 2024 (KCSiE); Appendix B contains important additional information about specific forms of abuse and safeguarding issues, including links to additional support.
- [Preventing and Tackling Bullying](#) and [Mental Health and Behaviour in Schools](#)
- When to call the police – NPCC guidance for schools and colleges www.npcc.police.uk
- The NSPCC website <https://www.nspcc.org.uk>
- Data protection toolkit for schools www.gov.uk/government/publications/data-protection-toolkit-for-schools
- Education at home: safeguarding and remote education www.gov.uk
- Disrespect NoBody www.gov.uk
- [Contextual Safeguarding Network](#)
- [DfE School attendance guidance \(2020\)](#)
- [Preventing Youth Violence and gang involvement](#)
- [Papyrus](#) Suicide Prevention and support
- [The right to choose: government guidance on forced marriage](#)
College staff can contact the Forced Marriage Unit if they need advice or information [020 7008 0151; fm@fcdo.gov.uk]
- [Criminal exploitation of children and vulnerable adults: county lines \(2020\)](#)

- [Centre of Expertise on Child Sexual Abuse](#), including free evidence-based resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse, OSCB
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2020\)](#)
- [Stop It Now](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges \(2021\)](#)
- [Promoting children and young people’s emotional health and wellbeing: A whole school approach](#)

The Children’s Commissioner for England

The Children’s Commissioner for England promotes the views and best interests of children and young people in England, and is a good source of information and advice on children’s rights.

The current Commissioner is Rachel de Souza. You may find out more about the work of the Children’s Commissioner’s office by visiting www.childrenscommissioner.gov.uk. Children and young people under the age of 18 may use the website not only to seek information but also to make contact and communicate their views and questions: [Contact us | Children's Commissioner for England Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

25 CONFIDENTIALITY OF CHILD PROTECTION RECORDS

Child protection records must be kept secure and confidential, separately from other College records. They are made available to other staff only on a ‘need to know’ basis.

This policy should be read in conjunction with other OSFC policies (available from the College [website](#) or available on request), such as:

- | | |
|------------------------|--|
| • Anti-bullying policy | Relationships and Sex Education policy |
| • Mental Health policy | Visiting speakers policy |
| • e-Safety policy | Promoting Good Behaviour |