



# **SAFEGUARDING & CHILD PROTECTION POLICY**

**Responsible: A. Meliz / Management Committee**

**Status: Statutory**

**Date reviewed: Sept 2023**

**Next review Date: Sept 2024**

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## Important contacts

Role/ Organisation	Name	Contact details
Designated safeguarding lead (DSL)	Ayse Meliz	<a href="mailto:stamz@maldenoaks.rbksch.org">stamz@maldenoaks.rbksch.org</a>
Deputy DSLs  <i>This role also encompasses the Designated Teacher for Children Looked After and Previously Looked After</i>	Head of KS3- Sarah Bann KS3 Kingston Paul Caswell KS3 Richmond Ben Worsely Head of KS4- Alison Vigor HOY 10 Bryan Molin HOY 11 Kelly Anderson 6 Oaks- Michael Haddock Head of Tuition- Nick Smith Head of Kingston Tuition- Sarah Pfutzner Lead Tutor Kingston- Sophie Cooper Head of Richmond Tuition- Nicky McLachlan Lead Tutor Richmond- Jen Thornton Bradbury Head of MO Discover- James Cawthorn Engagement Officer- Annie Donovan Headteacher- Samantha Axbey	<a href="mailto:stsb@maldenoaks.rbksch.org">stsb@maldenoaks.rbksch.org</a> <a href="mailto:stpc@maldenoaks.rbksch.org">stpc@maldenoaks.rbksch.org</a> <a href="mailto:stbw@maldenoaks.rbksch.org">stbw@maldenoaks.rbksch.org</a> <a href="mailto:stav@maldenoaks.rbksch.org">stav@maldenoaks.rbksch.org</a> <a href="mailto:stbm@maldenoaks.rbksch.org">stbm@maldenoaks.rbksch.org</a> <a href="mailto:stka@maldenoaks.rbksch.org">stka@maldenoaks.rbksch.org</a> <a href="mailto:stmh@maldenoaks.rbksch.org">stmh@maldenoaks.rbksch.org</a> <a href="mailto:stns@maldenoaks.rbksch.org">stns@maldenoaks.rbksch.org</a> <a href="mailto:stspf@maldenoaks.rbksch.org">stspf@maldenoaks.rbksch.org</a> <a href="mailto:stsc@maldenoaks.rbksch.org">stsc@maldenoaks.rbksch.org</a> <a href="mailto:stnm@maldenoaks.rbksch.org">stnm@maldenoaks.rbksch.org</a> <a href="mailto:stjtb@maldenoaks.rbksch.org">stjtb@maldenoaks.rbksch.org</a> <a href="mailto:stjc@maldenoaks.rbksch.org">stjc@maldenoaks.rbksch.org</a> <a href="mailto:stado@maldenoaks.rbksch.org">stado@maldenoaks.rbksch.org</a> <a href="mailto:stsam@maldenoaks.rbksch.org">stsam@maldenoaks.rbksch.org</a>
Single Point of Access		0208 547 5008   Out of hours: 02028 770 5000
Local authority designated officer (LADO)		07774 332675   <a href="mailto:lado@achievingforchildren.org.uk">lado@achievingforchildren.org.uk</a>
Nominated Management Committee Member for Safeguarding and Child Protection	Stuart Holmes	<a href="mailto:stuartholmes@maldenoaks.rbksch.org">stuartholmes@maldenoaks.rbksch.org</a>
Chair of Management Committee	Julie Key	<a href="mailto:juliekey@maldenoaks.rbksch.org">juliekey@maldenoaks.rbksch.org</a>
CAMHS Crisis Line 0800 0516 171	Channel helpline 020 7340 7264	Police School Safety Officer: Dolly Hunt <a href="mailto:Dolly.Hunt@met.police.uk">Dolly.Hunt@met.police.uk</a>

## Children's services

### Achieving for Children (AfC) single point of access (SPA)

Anyone can tell SPA about a child, young person or parent/carer who needs support in the boroughs of Kingston and Richmond. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse. Best practice at Malden Oaks is for DDSLs at each provision to make any SPA referrals following a discussion with the concerned staff member or the staff member who has heard a disclosure.

SPA can be contacted on the [Single Point of Access \(SPA\)](#) website.

If a child is in immediate danger, the police should be contacted on 999.

If it is not an emergency, but there is a concern that a child is at risk, SPA should be contacted by phone on 020 8547 5008. If it is outside of office hours and urgent, the SPA duty social worker can be spoken to on 020 8770 5000.

For students living out of borough, the following links may be useful: [Surrey](#) & [Hounslow](#)

This government website will help identify which local council to report child abuse to and their contact details: [Report child abuse to a local council - GOV.UK](#)

Go to [section 6](#) of this policy for in-school procedures.

### Local authority designated officer (LADO)

Every local authority has a legal responsibility to have a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children may have caused them or could cause them harm. They will be informed within one working day of any allegations that come to our attention. The LADO will give advice and guidance to employers, such as the headteacher and the chair of Management Committee, to make sure that any allegation is dealt with fairly and quickly, ensuring that the child is protected effectively.

The LADO can be contacted by:

Email: [LADO@achievingforchildren.org.uk](mailto:LADO@achievingforchildren.org.uk)

Telephone: 07774 332675

Online: [Submit LADO referral form](#)

## 1. Policy Aims

Maintaining the physical and emotional safety and wellbeing of all students across Malden Oaks School and Tuition Service is our top priority. We are committed to providing an environment in which all our students feel welcomed, safe, valued and respected. Adults in our school know that keeping children safe is everybody's responsibility and that all children, regardless of age, gender, culture, language, race, ability, sexual identity, religion or lack of religion have equal rights to protection and opportunities. Malden Oaks operates across a number of sites;

- KS3 Kingston @ Alpha Road
- KS3 Richmond @ St John the Baptist
- KS4 & 6Oaks @ Dukes Centre
- Kingston Tuition @ Star Centre
- Richmond Tuition @ Norman Jackson
- MO Discover @ Southwood

Malden Oaks also provides a home tuition service for students with medical conditions that prevent them from accessing school. The processes set out in this policy are applied across all of Malden Oaks.

We fully recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. This Safeguarding and Child Protection Policy is one of a range of documents that set out the safeguarding responsibilities of the whole school. We wish to create a safe, welcoming and vigilant environment for students where they feel valued and are respected.

Safeguarding information is published throughout the school and all students know who they can talk to in school.

We recognise that the school may provide the only stability in the lives of students who have been abused or who are at risk of harm. We are aware that the behaviour of a student in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We view a student's behaviour and presentation as a form of communication.

We are able to play a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out and how we operate to protect our students from harm.

This policy will be updated as and when required and annually as a minimum. This may require our policy to be published 'pending Management Committee ratification'.

Malden Oaks ensures that:

- Staff are properly trained in recognising and reporting safeguarding issues
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Appropriate action is taken in a timely manner to safeguard and promote students welfare
- We keep track of children known or thought to be at risk of harm as well as appropriate logs and records.
- We communicate well with all those involved when there is a concern about a child, including parents/carers, students, staff and agencies. This includes sharing information quickly and

appropriately with external agencies, such as the police and children's services, to get children the support and help they need in good time.

## 2. The law (legislation) and statutory guidance

In addition to KRSCP's arrangements (which can be accessed [here](#)) and the [London Child Protection Procedures and Practice Guidance](#), Malden Oaks also follows the laws and statutory guidance below:

- [Keeping children safe in education 2023 guidance](#), from now on referred to as KCSiE, sets out the legal duties all schools must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
- [Working Together to Safeguard Children 2018](#) guidance produced by the government states how practitioners, such as teachers, social workers, the police and health professionals working with children and families should work together to make sure that children and young people remain safe from harm. This is due to be update this academic year which may result in updates to this policy.
- [Education Act 2002](#), section 175 places a duty on maintained schools and local authorities to keep children safe and promote the welfare of students.
- [Governance Handbook](#) sets out the roles, responsibilities and legal duties for our Management Committee.
- The [Children Act 1989](#) is the main source of child safety law for England and Wales. The Act gives the basis for most of children's services' duties and responsibilities towards children and their families. It also provides the legal framework for the child protection system. The [2004](#) amendment is used alongside the Act.
- The [Children Act 1989 Care Planning, Placement and Case Review](#) sets out what responsibilities education settings have for children looked after by the local authority.
- [The Human Rights Act 1998](#) sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the [European Convention on Human Rights](#) (the Convention) that apply in the UK. Experiencing harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.
- [The Equality Act 2010](#) states that schools and colleges must not unlawfully discriminate against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our students with protected characteristics to make sure their needs are met. The [Equality Act 2010: advice for schools](#) advises us further.
- [The Public Sector Equality Duty \(PSED\)](#) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some students or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. It is important to make sure we foster good relations between those who share a protected characteristic and those who do not, and work to make sure students have equal opportunities. We give specific attention to this duty when we write our policies or make any decisions about how our school is run.

Further, and more specific, legislation is covered throughout this policy in the relevant sections. Some government guidance is not statutory - instead it supports practitioners, like school staff, in the decisions we need to make to keep children safe. Where possible, links to non-statutory guidance have been included in the relevant sections.

### 3. Definitions

Safeguarding means the process for protecting children from harm and abuse. This includes

- taking action to ensure that children have the best outcomes
- making sure that the way children grow up is consistent with providing safe and acceptable care
- preventing barriers to children's mental and physical health or the way they develop

Child protection means the processes carried out to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, and in either a paid or voluntary capacity. This includes, but is not limited to, employed staff, contractors, volunteers, Management Committee Members and self-employed staff.

Child means everyone under the age of 18.

Parent means birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Statutory means what has been decided or is controlled by the law. Statutory guidance tells us what schools and local authorities must do to follow the law.

The local safeguarding partnership has three safeguarding partners:

1. the chief of police for a police area in the local authority (police)
2. the local authority (children's services), and
3. the integrated care systems for an area within the local authority (health)

In Kingston and Richmond, the local safeguarding partnership is called the Kingston and Richmond safeguarding children partnership (KRSCP). KRSCP's three partners work together to identify the safeguarding needs of the local area and come up with a joint response to address them. Wherever local safeguarding arrangements are referred to in this policy, they mean the arrangements agreed and published by KRSCP or the [London Child Protection Procedures and Practice Guidance](#).

### 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise

children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Are young carers
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

Further information can be found in 9: Children potentially at greater risk of harm

## 5. Roles and responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and Management Committee Members in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing students for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/ harassment. This will be underpinned by our:

- Relationships & Communication: An Alternative Behaviour Policy
- Equalities Policy
- Pastoral support system
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship (including coercive and controlling behaviour)
  - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support

- What constitutes sexual harassment and sexual violence and why they're always unacceptable

## 5.1 All staff

All staff will:

- Sign a declaration at the beginning of each academic year to say that they have read and understood the necessary guidance . For both Teaching Staff & Non-Teaching staff, this is Part 1 and Annex B of Department for Education's Statutory Safeguarding Guidance, [Keeping Children Safe in Education](#) and this policy.
- Report any safeguarding concerns to the DDSL assigned to their site.
- Understand that they should follow up concerns they think have not been adequately addressed whilst being mindful that the DSL may not be able to give them very much feedback.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for all students, including those who may need special consideration (as listed above) or who are LGBTQ+ to speak out and share their concerns

All staff will be aware of:

- Our systems which support safeguarding, including this Child Protection and Safeguarding policy, the Staff Code of Conduct, the role and identity of the designated safeguarding leads (DSL), the Behaviour & Anti Bullying Policy, the Equalities Policy and the safeguarding response to children who go missing from education
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals and not promising the student they will keep any secrets
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) LGBTQ+ can be targeted by other children

- What to look for to identify children who need help or protection

## 5.2 The designated safeguarding lead (DSL) and deputy safeguarding leads (DDSLs)

The DSL is a member of the senior leadership team. Our DSL is Ayse Meliz, Deputy Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding in the school. In addition to the DSL, the Heads of each provision are Deputy Designated Safeguarding Leads and together with the other Deputy Designated Safeguarding Leads, are responsible for the day to day safety and well being of the students attending their site. The DSL will always have the ultimate responsibility for keeping students safe.

The full responsibilities of the DSL and the deputy DSL(s) are listed in their job descriptions. The DSL's responsibilities include, but are not limited to

- reading and following KCSiE
- always being available during school hours for staff in school to discuss any safeguarding concerns, or arrange appropriate cover for any out of hours or out of term activities
- working together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise
- contributing to the assessment of children, including taking part and/or supporting other staff to take part in strategy discussions and meetings between multiple agencies
- working together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns, making parents/carers aware of Malden Oaks' role in making referrals about suspected abuse and neglect
- understanding the importance of sharing information, including referring cases to relevant agencies (for example, children's services, the police, the Channel Programme and/or the Disclosure and Barring Service (DBS)) when appropriate, and supporting staff who make referrals directly
- understanding and following AfC's and KRSCP's safeguarding procedures, in addition to attending the termly DSL forums provided by KRSCP to ensure they are acting in line with the local safeguarding arrangements
- keeping the headteacher up to date with safeguarding issues
- having the lead responsibility for online safety, and oversight and checking the effectiveness of filtering and monitoring systems and their reports
- being aware of the requirement for children to have an Appropriate Adult, as described in [PACE Code C 2019](#)
- working with the 'case manager' and LADO for child protection concerns that involve a staff member
- making sure child protection files are up to date
- making sure all staff have access to this policy (and the wider safeguarding procedures) and that the policy is available publicly and reviewed annually
- making sure that all staff (including third-party staff and contractors) have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSiE

- working alongside the Management Committee and headteacher to update and review procedures and how they are being implemented, including jointly completing an annual safeguarding self-audit and submitting it to KRSCP
- promoting the educational outcomes of students who have or had a social worker, by sharing information about child protection issues with teacher and leadership staff
- encouraging a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them.
- If a member of staff needs to discuss any safeguarding concerns about a student, they should go to the Head of Provision that the student access in the first instance. The contact details for the Deputy Designated Safeguarding Leads are as follows:

KS3		
Sarah Bann	Head of KS3	<a href="mailto:stsb@maldenoaks.rbksch.org">stsb@maldenoaks.rbksch.org</a> 0203 137 2674
Paul Caswell	Lead Nurture Teacher- Kingston	<a href="mailto:stpc@maldenoaks.rbksch.org">stpc@maldenoaks.rbksch.org</a> 0203 137 2674
Ben Worsley	Lead Nurture Teacher- Richmond	<a href="mailto:stbw@maldenoaks.rbksch.org">stbw@maldenoaks.rbksch.org</a> 02082894664
KS4		
Alison Vigor	Head of KS4	<a href="mailto:stav@maldenoaks.rbksch.org">stav@maldenoaks.rbksch.org</a> 0208 289 4665
Bryan Molin	Head of Yr 10	<a href="mailto:stbm@maldenoaks.rbksch.org">stbm@maldenoaks.rbksch.org</a> 0208 289 4665
Kelly Anderson	Head of Yr 11	<a href="mailto:stka@maldenoaks.rbksch.org">stka@maldenoaks.rbksch.org</a> 0208 289 4665
6Oaks		
Michael Haddock	Head of 6Oaks	<a href="mailto:stmh@maldenoaks.rbksch.org">stmh@maldenoaks.rbksch.org</a> 0208 289 4665
Stella Mawhinney	6Oaks Student Support Officer	<a href="mailto:ststm@maldenoaks.rbksch.org">ststm@maldenoaks.rbksch.org</a> 020 8289 4664
Tuition		
Nick Smith	Head of Tuition	<a href="mailto:stns@maldenoaks.rbksch.org">stns@maldenoaks.rbksch.org</a> 07496250848
Sarah Pftzner	Head of Kingston Tuition	<a href="mailto:stspf@maldenoaks.rbksch.org">stspf@maldenoaks.rbksch.org</a> 07939937442

Sophie Cooper	Lead Tutor- Kingston	<a href="mailto:stsc@maldenoaks.rbksch.org">stsc@maldenoaks.rbksch.org</a> 07852327848
Nicky McLachlan	Head of Richmond Tuition	<a href="mailto:stnm@maldenoaks.rbksch.org">stnm@maldenoaks.rbksch.org</a> 07852327846
Jen Thornton Bradbury	Lead Tutor-Richmond	<a href="mailto:stjt@maldenoaks.rbksch.org">stjt@maldenoaks.rbksch.org</a> 07496 341457
Other		
James Cawthorn	Head of MO Discover	<a href="mailto:stjc@maldenoaks.rbksch.org">stjc@maldenoaks.rbksch.org</a> 07375887976
Annie Donovan	Engagement Officer	<a href="mailto:stado@maldenoaks.rbksch.org">stado@maldenoaks.rbksch.org</a> 07983532062

If the Head of Provision cannot be contacted Ayse, or in her absence, Samantha, may be contacted.

DSL Ayse Meliz	<a href="mailto:stamz@maldenoaks.rbksch.org">stamz@maldenoaks.rbksch.org</a>	07375887975
Headteacher Samantha Axbey	<a href="mailto:stsam@maldenoaks.rbksch.org">stsam@maldenoaks.rbksch.org</a>	0208 289 4664

The DDSLs may discuss cases with each other or with the DSL and will be given the time, funding, training, resources and support to carry out their role.

### 5.3 The Management Committee

The Management Committee have the following specific safeguarding responsibilities:

Ensuring that:

- Safeguarding, and the child's best interests, wishes and feelings, are considered in everything the school does. Everyone at the school is involved in the whole school approach to safeguarding and online safety is a theme throughout.
- The school's policies, procedures and training follow the local safeguarding partnership arrangements and the law, including the school's duties under the Human Rights Act 1998, Data Protection Act 2018 and Equality Act 2010.
- The school's leadership team are held to account for the school's safeguarding arrangements.
- Safeguarding is a standing item on the agenda for the Education Subcommittee
- There is an appointed designated safeguarding lead (DSL) who has appropriate time, resources and funding to carry out their role.
- A Safeguarding Link member is appointed from the Management Committee for the leadership of safeguarding.
- There is an appointed designated teacher for looked after children who is appropriately trained.

- The Management Committee takes into account children who are more at risk of harm and any barriers that can make it difficult to recognise abuse and/or neglect affecting students with special educational needs and disabilities (SEND).
- Child protection files are maintained as set out in Annex C of KCSiE.
- The school adds to multi-agency working and shares information appropriately and in a timely manner.
- All staff receive regular safeguarding information, updates and in-depth training.
- Staff read the appropriate part of KCSiE.
- Students are taught about keeping themselves and others safe, including when online.
- The board does all that they reasonably can to limit student's exposure to online risks from the school's online IT systems and assign a member of the senior leadership team and a Management Committee Member to ensure standards are met.
- Appropriate safer recruitment processes and procedures are in place.
- There is a procedure in place to identify and address children absent from education, particularly where this is happening repeatedly and there are also safeguarding concerns for the student.
- Procedures are in place to manage any safeguarding concerns about staff and how concerns should be reported. The Chair of the Management Committee will manage any allegations against the headteacher.
- Before the site is hired/let, effective safeguarding arrangements would be put into place,
- Alcohol is not consumed by staff on school trips or events on or off site.
- All members of the Management Committee receive safeguarding training at induction, which is regularly updated.
- All Management Committee members sign to say they have read and understood KCSiE and this policy.

#### 5.4 The Management Committee safeguarding link

Stuart Holmes - [stuartholmes@maldenoaks.rbksch.org](mailto:stuartholmes@maldenoaks.rbksch.org)

- They meet regularly with the DSL and visit the school asking questions, which allows them to monitor how the school's safeguarding policies and procedures are being put into practice.
- Each year, they are part of the annual safeguarding audit, led by the DSL and headteacher, and make sure it is submitted to the KRSCP.
- They are the Management Committee's safeguarding specialist, feeding back their findings following school visits and meetings with the DSL.
- They attend appropriate training that guides them in how to monitor and progress any areas of weakness in the school's safeguarding arrangements.
- They keep up to date with the KRSCP's safeguarding arrangements and guidance.

## 5.5 The headteacher

Samantha Axbey - stsam@maldenoaks.rbksch.org

This policy and other safeguarding-related policies and procedures (such as the Staff Code of Conduct) are shared at induction, understood by all staff, including temporary staff and volunteers, and are being followed at all times.

- Staff receive regular safeguarding training, which is updated regularly.
- Parents and carers are aware of this policy and where they can access a copy.
- The DSL has sufficient time, training, support and resources to carry out the role and there is cover by an equivalently trained deputy if the DSL is absent.
- Visitors are appropriately supervised or escorted, where necessary.
- Systems are in place for children to express their views and give feedback, which are used to inform the whole school approach to safeguarding.
- They become the 'case manager' when an allegation is raised about a member of staff (see Appendix 2) and make the final decision regarding all low-level concerns.
- appropriate arrangements are put in place for the supervision of staff who have contact with children and families

## 5.6 IT provider

- maintains the filtering and monitoring systems
- provides filtering and monitoring reports
- completes actions following concerns or checks to the system

## 5.7 Virtual school heads

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of students with a social worker.

They should also identify and engage with key professionals, e.g. DSLs, SENCOs, social workers, mental health leads and others.

## 6. Recognising abuse and taking action

If staff have any concerns about a child's welfare, they must act on them immediately by following the procedures below. Our staff can use the [What to do if you're worried a child is being abused](#) government guidance alongside the school's procedures. We work hard to make sure our staff and safeguarding team are approachable and available, such that anyone can speak to them about any concern quickly, no matter how small or whether there is evidence.

We recognise the significant emotional impact being involved with, or aware of, safeguarding incidents can have. Approach our safeguarding team if you need any support during or following a safeguarding incident you have been involved in. The names of the DSL and deputy are clearly advertised around the school sites and in this policy.

### 6.1 If a child is in immediate danger, or is suffering or likely to suffer significant harm

Make a referral to the police and/or children's services immediately if a child is in immediate danger, or is suffering or likely to suffer significant harm.

Anyone can make a referral.

Call the police on 999.

For children's services' contact details, go to page 3. If you make the referral, you will update the Deputy DSLs on your site as soon as is practically possible.

### Disclosures

We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know that

- children may not feel ready or know how to tell someone they are being harmed
- the child may not realise what is happening to them as harmful
- they may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers

Our staff know they must show *professional curiosity*, i.e. explore and try to understand what is happening for an individual or family, rather than take what is being said on face value or making assumptions. We encourage staff to ask the student if they are OK or if they can help in any way.

A child who makes a disclosure may have to tell their story more than once, such as to the police and/or social workers. At Malden Oaks, we know how important it is that a child's first experience of talking to a trusted adult about a worry they have is a positive one.

### Handling a disclosure

- listen to them carefully and believe in what they are saying. Do not be afraid of silent moments
- be careful not to express your own views or feelings and stay calm
- do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a deputy. Only ask open questions, such as: How? When? Who? Where?, and open statements, such as: "Tell me", "Describe" and "Explain". Otherwise, you may invalidate your evidence (and the child's) in any later court proceedings
- if there are injuries or marks on the child, do not examine the child intimately or take pictures
- reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner
- do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted
- tell the child it is not their fault and you are taking them seriously
- explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help

After a child has made a disclosure

- write up the conversation as soon as possible and record it on CPOMS
- make sure the DSL or a deputy is aware of the disclosure. If appropriate, contact children's services and/or the police directly and tell the DSL as soon as possible
- do not share the disclosure with anyone else unless children's services, the police or another relevant agency involved in the safeguarding process tells you to
- When appropriate, parents should be informed as soon as possible of what is happening.
- get support for yourself if you need it - remember Malden Oaks staff can make use of Smart Clinic and Brian Phelps.

Recording a disclosure or safeguarding concern

- record the date, time, place and persons present
- use the child's own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it
- record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map
- keep any original notes you have made on file- anything hand written should be signed and dated.
- do not ask children to make written statements themselves or sign records

## 6.2 Concerns about a child who is not in immediate danger, or is suffering or likely to suffer significant harm

If a member of staff has concerns about a student non in immediate danger, they should follow the appropriate procedure for their team/provision:

Provisions	Procedure
KS3 @ Surbiton KS3 @ Richmond KS4 @ Dukes Centre 6 Oaks	For concerns about a student not in immediate danger/risk of harm, you should raise them with one of the DSLs in your provision on the day you are first concerned. You should follow this up with a CPOMS entry.  For concerns about a students wellbeing, these can be discussed in the weekly/fortnightly tutor meeting you have with your provision DSL(s)
Tuition- Kingston or Richmond	For concerns about any of the students you teach, you should indicate a safeguarding concern on your session report and discuss them, regardless of the level of your concern, with one of the DSLs on the day. For students receiving SEN Tuition, an incident should be added to their CPOMS to record the concern.

	For Medical Students, an email should be sent to the DSL recording the concern so that this information can be shared with their referring school, who maintain safeguarding responsibility for the student.
MO Discover	Concerns should be reported the DSL on site who will share this information with the students' 'home' school, whether that is within Malden Oaks or an externally
Business Services	Any concerns you have about a student should be discussed with the overall DSL on the same day the concern arises.

The DSL and all DDSLs are aware of the [London safeguarding children partnership's threshold document](#), which will be used to inform their response to any safeguarding concern. If you are dissatisfied with the response from the DSL or children's services, you should ask for the decision to be reconsidered, giving your reasons for this. If you remain dissatisfied, follow the local escalation procedure [Resolving professional differences - Kingston and Richmond Safeguarding Children Partnership](#). Our staff know that once they have reported their concerns to a DSL/DDSL, they should expect confirmation that it's been noted/acted upon but that the DSL/DDSL may not be able to provide specific feedback to them due to confidentiality.

### 6.3 Early help

At Malden Oaks, We are keen to work with families to provide support as soon as a problem becomes visible at any point in a child's life. If an early help assessment is appropriate, a Deputy DSL in the student's provision will lead on working together with other agencies and set up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Our Safeguarding team use the Early Help Partnership Tool to explore emerging needs and – with consent from the child or family – discuss with the relevant Early Help Resilience Network to ensure all identified needs are supported effectively and they get multi-agency support.

Achieving for Children's early help assessment tools and plans can be found [here](#). The partnership's [Early Help Strategy](#) sets out their aims for how professionals work effectively together to provide early help.

If early help support is appropriate, it will be kept under constant review. A referral to children's services may be required if the child's situation doesn't appear to be improving. The DSL and DDSLs are aware of the local escalation policy and procedures.

We are aware any child may benefit from early help. Staff who work directly with children will be particularly alert to the potential need for early help for children listed under Part 1, paragraph 10 of KCSiE.

## Referral to children's services

Concerns about a student or a disclosure should be discussed with the DSL who will help decide whether a referral to children's services is appropriate. If a referral is needed then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If you have not had any feedback from children's services within 72 hours of making the referral, this must be followed up. If after a referral the student's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves. The [Resolving professional differences - Kingston and Richmond Safeguarding Children Partnership](#) procedure will be used, where necessary.

### 6.4 Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

## 6.5 Recognising specific concerns

### **If a child is at risk of female genital mutilation or it has taken place**

Female genital mutilation (FGM) is illegal in England. It involves removal, part removal or injury to the female genital internal or external organs for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'.

#### Teachers

While all staff should speak to the DSL (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on qualified teachers. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must directly report this to the police. This is not the case if it is suspected but not known or if a student is at risk of FGM. Teachers will face disciplinary sanctions for failing to do so. The teacher should tell the DSL or a deputy who will support the teacher in making a direct report to the police. The teacher may need to support a referral to children's services. Staff will never examine children.

#### Other members of staff

Other members of staff who establish that an act of FGM appears to have been carried out on a child or suspect a child is at risk of FGM, will follow the same procedures as with any other concern, i.e. staff will speak to the DSL or a deputy and follow local safeguarding procedures.

### **Concerns about nudes or semi-nudes**

Responding to any incident that comes to your attention:

- Report it to your designated safeguarding lead (DSL) or equivalent immediately using the school's reporting procedures set out in this policy.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or a deputy.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL or a deputy.

Staff reserve the right to confiscate a device in the possession of a student if they have concerns about sharing nudes or semi-nudes in relation to the device. This is consistent with the government's [Searching, screening and confiscation: advice for schools](#) guidance.

The DSL will follow the government's [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) guidance. Once they are aware of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

The initial review meeting will consider the initial evidence and aim to establish

- whether there is an immediate risk to any child or young person
- if a referral should be made to the police and/or children's social care
- if it is necessary to view the image(s) in order to safeguard the child or young person – in most cases, images or videos should not be viewed
- what further information is required to decide on the best response
- whether the image(s) has been shared widely and via what services and/or platforms. This may be unknown
- whether immediate action should be taken to delete or remove images or videos from devices or online services
- any relevant facts about the children or young people involved that would influence risk assessment
- if there is a need to contact another education setting or individual
- whether to contact parents or carers of the children or young people involved – in most cases they should be involved

The DSL will make an immediate referral to the police and/or children's services if

- the incident involves an adult.
- there is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- what they know about the images or videos suggests the content depicts sexual acts that are unusual for the young person's developmental stage, or are violent.
- the images involves sexual acts and any students in the images or videos is under 13.
- they have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, if they are presenting as suicidal or self-harming.

If none of the above applies, we can decide to respond to the incident without involving the police or children's services. We may escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within our school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

The DSL or a deputy will contact children's services if any child or young person involved is already known to them. If, because of the investigation, the DSL (or equivalent) believes there are wider issues that meet the threshold for children's services' involvement, they will make a referral in line with this policy and local safeguarding procedures.

### Viewing the imagery

The decision to view any imagery will be based on the professional judgement of the DSL or a deputy and will comply with this policy. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a student. If a decision is made to view imagery, the DSL will be satisfied that viewing

- is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved
- is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child, parent or carer in making a report
- is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a school device or network

### Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online to limit any further sharing. This decision will be based on the DSL's or a deputy's judgement in line with the guidance.

Families should be given the following advice, also listed on our website:

SelfieCop is an App that teaches children to STOP-&-THINK before sharing a photo or video online. For more information visit the [SelfieCop website](#)

You can report online sexual abuse or the way someone has been communicating with you online through CEOP [here](#)

If a nude image or video of yours has been shared online, you can report it and try to have it taken down through this website [here](#)

## Child-on-child abuse, including sexual violence and sexual harassment

### Responding to allegations of child-on-child abuse

- You must record the allegation and inform the DSL or a deputy. Do not investigate the allegation.
- If the DSL and a deputy are not available due to emergency circumstances, the staff member will speak to a member of the senior leadership team and/or contact the relevant children's services e.g. the Single Point of Access in Kingston and Richmond.

The DSL or a deputy will make a decision from the following options depending on the level of risk or harm:

1. Manage the concern internally providing pastoral support to all those involved.
2. Complete an early help assessment.
3. Make a referral to children's services and/or, where necessary, the police. The DSL may choose to consult children's services to assist them with making a decision.
4. The police will still be informed of any criminal offences, even if the child is aged under the criminal age of responsibility. The police will take a welfare approach.

The DSL or a deputy will contact the parents or carers of the children involved at the earliest opportunity and where appropriate. Records will be kept of all concerns, any discussions had and any outcomes reached. If a criminal offence has been committed or is being investigated, the DSL will work closely with the police to avoid impacting the criminal process while protecting children or following disciplinary procedures.

Where the DSL, children's services or the police decide the concern should be handled by the school internally, we will thoroughly investigate the concern using our behaviour policy and processes. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. We will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it. This support will be relevant and appropriate to the student's age and stage and take account of their additional needs. It may include support from their tutor or Head of Year and could include social stories, work around understanding social norms and the law or revising PSHE work around healthy relationships.

### Responding to allegations of sexual harassment and sexual violence

Using the DSL's or a deputy's professional judgement, the school will make decisions about and address the incident based on the Hackett tool (below). We will request the support of other agencies, such as children's services and the police, if necessary.



We follow the local safeguarding arrangements below when an allegation of sexual violence and/or sexual harassment has been made.

1. Hackett Inappropriate: Manage internally using the behaviour policy and pastoral support.
2. Hackett Problematic: Early help response used for non-violent harmful sexual behaviour to prevent escalation.
3. Hackett Abusive: Refer to children's services when a child has been harmed, is at risk of harm or in immediate danger.
4. Hackett Violent: Report to the police if a crime has been committed, such as rape, assault by penetration or sexual assault. We will follow the [When to call the police](#) guidance.

The management of children and young people with sexually harmful behaviour is complex. Malden Oaks will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect the person impacted by the behaviours, any witnesses and the alleged instigator of the behaviours. A written record will be made and next steps discussed, taking into account the views of those impacted by the behaviour.

A risk and needs assessment will be completed for all reports of sexual violence and on a case by case basis for reports of sexual harassment. The assessment, which will be kept under review, will consider

- whether there may have been other people impacted by the behaviour
- the person known to be impacted by the behaviour, especially their protection and support
- the alleged instigator of the behaviour
- all students (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged instigator or from future harm
- the time and location of the incident and any action that can make the school safer

### Unsubstantiated, unfounded, false or malicious reports

If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the student and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's services may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate according to our behaviour policy.

If a child who has experienced sexual violence or sexual harassment asks the school not to make a referral

If the child does not give consent to share information, the DSL or a deputy will balance the victim's wishes against the DSL's or a deputy's duty to protect them and other children on a case by case basis. If a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and as rape, assault by penetration or sexual assault are crimes, reports should be referred to the police. Although the age of criminal responsibility is ten, if the child

accused is under ten, a referral to the police will still be made. The police will take a welfare, rather than a criminal justice approach, in these cases.

We will do all we reasonably can to protect the anonymity of any children involved in any report, including weighing up which staff need to know and any support which will be put in place. Further, we will take into account the potential impact of social media in facilitating the spreading of rumours and exposing the child's identity.

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, our DSL and a deputy will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. They will be guided by the [CPS: Safeguarding Children as Victims and Witnesses](#) advice.

## Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students are able to easily and confidently report abuse using our reporting systems (as described in section 7.10 below)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
  - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports

- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
  - Children can show signs or act in ways they hope adults will notice and react to
  - A friend may make a report
  - A member of staff may overhear a conversation
  - A child’s behaviour might indicate that something is wrong
  - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
  - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
  - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
- That they should speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- The DSL will take the lead role in dealing with the consequences of the incidents whilst providing support.

### Concerns about mental health

If you have a mental health concern about a child that is also a safeguarding concern, you will speak to the DSL or a deputy immediately, unless the child is in immediate danger, in which case you will call the police first.

Although you may be well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one, only appropriately trained professionals should attempt to diagnose a mental health illness. Where necessary, the DSL or a deputy will make a referral to the Child and Adolescent Mental Health Service’s (CAMHS) single point of access for Kingston and Richmond [here](#).

## Concerns about extremism and radicalisation

Extremism is the vocal or active opposition to our fundamental British values. Radicalisation means how someone comes to support terrorism and extremist views held by extremist groups. See [radicalisation and extremism](#) in Appendix 1 for more information.

If you have a concern that a child may be at risk of radicalisation or involvement in terrorism and they are in immediate danger, contact the police on 999 or the anti-terrorist hotline on 0800 789 321. If the child is not in immediate danger, speak with the DSL or a deputy as a first point of call.

The DSL may decide to discuss their concerns with children's services and will make referrals to the police Prevent team and the Channel programme where necessary. The DSL will need to seek the individual's consent when referring to the Channel programme.

Staff and the Management Committee can also raise concerns relating to extremism directly via the Department for Education's dedicated telephone helpline on 020 7340 7264. You can also raise concerns by emailing [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk), but this is not to be used in emergency situations.

The Prevent leads in Kingston and Richmond are  
Kingston:

Stephanie Royston-Mitchell, Community Safety and Resilience Principal  
[stephanie.royston-mitchell@kingston.gov.uk](mailto:stephanie.royston-mitchell@kingston.gov.uk)

Richmond and Wandsworth:

Naheem Bashir, Vulnerabilities Manager [Naheem.Bashir@richmondandwandsworth.gov.uk](mailto:Naheem.Bashir@richmondandwandsworth.gov.uk)

## 7.How students can report concerns

In our school, it is essential that students can tell us how they are feeling and know we will take seriously anything they share with us. We aim to create an environment full of 'reachable moments' which encourages students to feel safe enough to open up if they are concerned about something. students can confidently report any worries they have about their lives, both in and out of school, by

- speaking to an adult they trust
- E-mailing a teacher
- Discussing it formally at a review meeting
- Anonymously reporting via the website

<https://www.maldenoaks.org/page/?title=Report+Concerns%3A+Tell+us+if+you+are+worried+about+something&pid=258>

Students are regularly reminded of how they can raise any worries or concerns they have during tutor times, in review meetings and through discussions with staff.

## 8. Online safety and the use of smart devices

This section summarises Malden Oaks' whole school approach to online safety and the use of smart devices (e.g. mobile phones, smart watches, tablets etc). Malden Oaks understands the significant and essential role that we have in making sure children are protected from potentially harmful and inappropriate online material. We consider online safety in every aspect of school life.

Our aim is to

- have in place processes about online safety that protect our children and staff, including how we identify, intervene in and escalate any online concerns where appropriate
- make sure technology is used responsibly and safely through education
- set clear expectations for the use of mobile phones and smart technology

We fulfil our aims by

- educating children to learn how to keep themselves safe when online (using the government's [Teaching online safety in schools](#) guidance), what to do if they are harmed or spot a risk and what the consequences are if they break the school rules about online safety
- engaging with parents and carers about what online safety looks like
- making sure our whole school approach is reflected in all relevant policies
- regularly training staff on online safeguarding risks and how to be online safely
- making sure children, staff, parents/carers, Management Committee members and volunteers sign an understandable acceptable use agreement, which covers how they should use the school's IT systems and their mobile and smart technology
- making parents, carers, students and staff aware that staff can search an electronic device they have confiscated, as explained in [Searching, Screening and Confiscation - GOV.UK](#)

Due to the constant changes to online technology and the related harms, we will carry out an annual review and risk assessment of our online safety policies, procedures and systems.

### **Mobile phones and smart technology**

We know that, because many children have unlimited and unrestricted access to the internet via mobile phone networks, some children, while at school or college, can harm others or be harmed by others online. This includes sexually harassing, bullying and sharing indecent images (often via large chat groups). To protect children from these risks while they are at our school, our approach to mobile and smart technology is as follows:

Provision	Approach
KS3	<p>All students hand their phone in on arrival so that:</p> <ul style="list-style-type: none"> <li>• Issues connect to mobile phones do not impact on learning</li> <li>• Students can develop their attention span for activities not including technology</li> <li>• Students have some dedicated time away from their phones</li> </ul>
KS4/ Tuition/ 6Oaks	<p>Students may use their phones at break and lunchtime and may use them in classes to support their learning - e.g taking pictures of information, setting reminders/timers.</p> <p>If a student demonstrates they are unable to use their phone safely or appropriately, they will be asked to hand it in before they can enter the school site This is to keep all students safe and able to learn.</p>

Students taking public exams are supported in understanding they cannot have their phones or any other smart devices with them whilst they are completing the exam.

## Media recordings, audio, image and video (including digital files)

When we make media recordings of students, such as taking videos or photos, we will get the child's and their parents'/carers' consent, and encourage the child to tell us if they are worried about any media that has been taken of them. Students faces are never posted on our social media accounts. See our staff code of conduct and online safety policy, which cover our school's expectations for staff making media recordings.

## Filtering and monitoring

To limit children's exposure to these categories of risk from Malden Oaks' IT systems, we have strong and effective filtering and monitoring systems, following the government's [Meeting digital and technology standards in schools and colleges](#) guidance. We will make sure that

- specific staff have assigned roles and responsibilities to manage systems
- staff know about the systems in place and how to escalate concerns
- there are annual reviews of the systems, or more frequently if there is a significant change or issue
- Our Management Committee review the systems with the DSL, IT staff and service providers, to find out what more can be done to keep children safe
- the systems are effective for the age range of children and consider children potentially at greater risk of harm
- when we block online content, it does not impact on teaching and learning
- filtering works across all devices including mobile phones and smart technology

When our students use ICT facilities with staff offsite or at a site that is not covered by LGFLs filtering and monitoring system, the member of staff sits beside the student, with the computer screen visible at all times to ensure effective monitoring.

## Online Learning

When our children are being taught remotely e.g. at home, we will be in regular contact with parents and carers. We will make sure parents and carers are aware of

- what their child/ren are being asked to do online, including the sites they will be accessing and who from the school will interact with their child/ren
- the importance of children being safe online and offer advice on how to do so
- what systems our school uses to filter and monitor online use

## Information security and access systems

We have procedures in place to protect our IT systems, staff and learners from cybercrime, i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly. We will follow the government's [Cyber security standards guidance](#). Our procedures and systems are reviewed regularly to keep up with the constant changes to cyber-crime technologies.

## 9. Children potentially at greater risk of harm

At Malden Oaks, we know that all children need to be protected from harm. In addition, we recognise that some groups of children are potentially at greater risk of harm. The information below highlights some of those groups of children this applies to; however there are several other groups not listed.

### **Children who have a social worker**

Children may need a social worker due to safeguarding or welfare needs. Children may need help due to abuse and/or neglect and/or complex family circumstances. Malden Oaks recognises that a child's difficult experiences and trauma can leave them vulnerable to further harm, as well as disadvantage them educationally.

Children's services share with us which students have a social worker. Once we are aware of this information, we will use it to make decisions in the child's best interest, i.e. their safety, welfare and educational outcomes. When a child has a social worker, safeguarding is at the heart of every decision we make, such as how we react to unauthorised absence or children missing education, which themselves carry additional risks. When necessary, we offer extra in-school support to our students who have a social worker, such as direct work with our Engagement Officer.

The Virtual School is a statutory service that exists to provide advice and support for children who have a social worker, children placed in care and previously looked after, such that they have the opportunity to meet their full educational potential. Where needed, our school works with the Virtual School to support these children.

## **Children looked after and previously looked after**

These children are particularly vulnerable. The most common reasons for children becoming looked after is as a result of abuse and/or neglect. Malden Oaks will ensure that staff have the necessary skills and knowledge to keep children looked after, and previously looked after, safe. All staff will have the skills and knowledge to keep these children safe. Appropriate staff will have the information they need in relation to a looked-after child's legal status. For example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated, and the level of decision-making power the local authority has given the carer. Ayse Meliz is the lead designated teacher for children looked after but the Deputy DSLs on site fulfil the designated teacher role as they have the direct contact and relationships with students.

The designated Management Committee link member for children looked after is Stuart Holmes.

The statutory guidance [Designated teacher for looked-after and previously looked after children](#) contains further information on the role and responsibilities of the designated teacher. The designated teacher ensures that the school has the up-to-date details of the allocated social worker and the Virtual School headteacher in the local authority that looks after the child. The Virtual School has an additional role of managing extra funding which is used to support children looked after. The designated teacher will work with the Virtual School Head to discuss how the funding can be used to best support the child.

## **Children with special educational needs, disabilities and health issues**

All students at Malden Oaks have Social Emotional and Mental Health needs and may also have others. For this reason, ensuring our students' needs are properly understood and met is best achieved by the Head of School fulfilling the role of SENCo, as well as the Deputy DSL role. This means our Deputy DSLs are best placed to ensure the safeguarding needs of our students are met and that students are appropriately supported, in particular when there are any reports of abuse. Our safeguarding curriculum, i.e. the ways we teach students to keep themselves and others safe, is adapted to meet the needs of students with SEND as any other lesson would be. This means it's personalised to the student's stage of development and relevant and appropriate to their circumstances.

Malden Oaks is aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, such as

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and the communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so.

Malden Oaks offers a high level of pastoral support for students. Our small, nurturing environment offers ample opportunities for meaningful relationships to be built between students and staff which underpins all of our provision.

## **10. Concerns or allegations about adults in our school**

If you have a low-level concern, or an allegation is made, about a member of staff (see the definition for staff in section 1 of this policy) presenting a risk to children, speak to the headteacher as soon as practically possible. This includes any concerns in school, out of school, online and/or offline.

If the low-level concern or allegation is about the headteacher, contact the chair of the Management Committee, whose details are at the start of this policy.

If you are unable to report to the headteacher or the Chair of the Management Committee, either because they are not available or because you believe that there is a conflict of interest, share your concerns with the local authority designated officer (LADO), whose details are at the start of this policy.

Appendix 2 sets out what steps the headteacher or Chair of the Management Committee will then follow if appropriate.

## **11. Whistleblowing**

A whistleblower is a worker who reports certain types of wrongdoing and all staff have a duty to do so. We aim to create an environment where staff feel able to raise concerns about poor or unsafe practice and potential failures in how we manage safeguarding. Any concerns should be raised with the senior leadership team and will be taken seriously. Malden Oaks has a separate whistleblowing policy, which lists the procedures for raising concerns. This can be found online.

Where staff feel unable to raise a concern with our senior leadership team, or feel that their genuine safeguarding concerns are not being addressed, there are other options available to them, such as the NSPCC whistleblowing advice line. Staff can call: 0800 028 0285 from 8am-8pm or email:

[help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **12. Identified areas of particular risk for our school**

Students attending Malden Oaks will have had an interrupted journey through education which has likely led to a sense of rejection and not feeling like they belong. Furthermore, given our relatively small size, it may be difficult for our students to form and sustain meaningful friendships. This can make our students more vulnerable, in seeking a sense of belonging, to being groomed.

We are mindful that we create accessible, personalised timetables and use a variety of offsite providers. Whilst all necessary and appropriate checks are carried out to ensure staff at these sites can safeguard our students as we would, we are aware that our students meet others we don't know and often travel further independently than other students of their age might.

This year, we are particularly mindful of our new site at St John the Baptist. We are not accustomed to sharing sites with other students and as these students are younger than ours, we will need to be particularly vigilant for any potential vulnerabilities.

### **Off-site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. When our students attend off-site activities, we will ensure that effective child protection arrangements, informed by thorough risk assessments, are in place. The booking form leads staff through all necessary steps to ensure appropriate Quality Assurance and safeguarding checks are carried out ahead of any offsite learning.

When our students attend an alternative provision provider, we will obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform on our own staff. We follow the [statutory guidance for alternative provision](#) and [Achieving for Children's alternative provision policy](#).

Where a parent/carers expresses their intention to educate their child at home (also known as elected home education), we will work together with the parent/carers and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant for children who have SEND, are vulnerable and/or have a social worker.

## **13. Training**

### **Designated safeguarding lead**

The designated safeguarding lead will attend regular training to prepare and assist them in leading the school's safeguarding response and approach. Additional training or research may be required as local or school specific safeguarding issues arise. Minimally, the designated safeguarding lead will

- attend the level 3 multi-agency local safeguarding partnership training within 12 weeks of starting this role and refresh this every two years
- stay up to date with safeguarding knowledge, resources and changes
- have a good understanding of, and form a good relationship with, the Kingston and Richmond safeguarding children partnership by attending the termly DSL forums, sharing the learning with staff as appropriate and making sure staff are aware of any safeguarding training on offer
- attend harmful sexual behaviour and Prevent awareness training
- receive and share safeguarding (including online safety) updates (for example, via email, e-bulletins, and staff meetings) with staff
- make sure staff have regularly updated safeguarding training, updating staff who miss training at the earliest opportunity
- gain an understanding of how the school's filtering and monitoring systems work and how they can be best used to keep children safe at Malden Oaks.

## **Management Committee**

All Management Committee members receive safeguarding and child protection training (including online safety) at induction, which prepares them for testing and challenging the school's procedures and policies, making sure they are working as they should. The training will be regularly updated. Further,

- The Management Committee will make sure the designated safeguarding lead has the time and resources to attend training.
- The Chair of the Management Committee will receive training about managing allegations against the headteacher to assist them in the eventuality that an allegation is made.
- The Management Committee will make sure that online safety is a theme in all staff training.
- Senior members of the Management Committee will make sure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.
- The Safeguarding Management Committee link member will make sure that staff and Management Committee Members attend safeguarding training at induction and regularly after that. The link safeguarding Safeguarding Management Committee link member will attend regular training and receive e-bulletins or equivalent to stay up to date with the latest statutory guidance.

The Management Committee will make sure at least one member of every recruitment panel has completed safer recruitment training within the last five years. Malden Oaks has a separate safer recruitment policy, which explains what safeguarding checks are completed before employment to make sure those who work with children are suitable.

## **All staff**

The Management Committee recognise the expertise that staff build up by managing safeguarding concerns on a daily basis and, as a result, have the opportunity to contribute to and shape staff training and this policy. All staff receive safeguarding and child protection training (including online safety) at induction. The training is regularly updated and reflects the whole school approach to keeping children

safe. In addition, staff receive regular, at least annually, safeguarding updates (for example, via email, e-bulletins and staff meetings) to provide them with what they need to keep children safe.

Our training ensures that staff

- can spot the signs of possible abuse and neglect
- know the school's safeguarding procedures and their role in carrying them out
- have awareness of and understand their role in the early help process and the process for making a referral to the local authority's children's services, including what may follow after a referral
- know what to do if a child tells them they are being harmed, including how to manage this information confidentially
- understand the reasons why children may not feel ready or know how to tell someone that they are being harmed
- receive Prevent training, which will prepare them for identifying children at risk of being drawn into terrorism and how to challenge extremist ideas
- understand what cyber security the school has in place to keep students and staff safe when online at school and how to report any issues
- understand what ineffective filtering and monitoring systems look like and how to report any concerns or issues
- know that children who identify as or are perceived be LGBT can be targeted by other children

The headteacher will receive training about managing allegations against staff to assist them in the eventuality that an allegation is made.

The designated teacher for children who are looked after (CLA)

We follow the [Role and responsibilities of the designated teacher](#)'s statutory government guidance. The designated teacher will have training to make sure they understand the needs of children looked after/previously looked after and how they can best be supported to have the same opportunities as their peers. They will work closely with AfC's [Virtual School](#), accessing their training and forums to stay up to date.

## 14. Teaching and Learning

At Malden Oaks, we aim to prevent our students from coming to any harm. We recognise how important it is that we teach and role-model to students how to keep themselves and others safe. Our curriculum meets the needs of all students, such as students with SEND and students who have been abused. If specific safeguarding issues arise during the school year, the headteacher will make sure the curriculum is adapted to cover current issues.

## 15. Linked policies

This policy is one of a range of documents that set out what our responsibilities are and how we should carry them out. Other relevant documents include the below policies.

- Communication and Relationships policy
- Attendance
- Equalities Policy
- Staff/code of conduct
- Whistleblowing
- Health & safety
- Supporting students with medical needs
- Online safety

Malden Oaks policies can be found [here](#)

## 16. Confidentiality

Malden Oaks takes our responsibility to protect and look after the data (information) we hold about students and our families seriously. The Data Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR) guide us in how to do so. Under the DPA 2018, we will share information without consent if 'the safeguarding of children and individuals at risk' is our reason for doing so, and

- it is not possible to gain consent
- it cannot be reasonably expected that a practitioner (for example, teacher) gains consent, or
- to gain consent would place a child at risk

The government's [information sharing advice for safeguarding practitioners](#), which includes the seven 'golden rules' for sharing information, supports staff who have to make decisions about sharing information. Staff are aware they can speak to the DSL or a deputy if they are unsure about sharing information. Government guidance emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

We will share information in a timely manner to keep children safe, which will include sharing information with agencies and professionals in line with the Working Together to Safeguard Children 2018 guidance. [DRAFT Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers](#) We respect that safeguarding matters are personal to families, so the DSL, deputy and headteacher will only share information about a child to members of staff and professionals on a need to know basis.

All staff are aware that they cannot make a promise to a child to keep secrets that might impact on the child's safety or wellbeing. Instead, staff should tell the student that they may need to pass information on to others who can help and protect them.

## 17. Record Keeping

Each student has a safeguarding file where all safeguarding concerns and referrals are stored. The designated safeguarding lead is responsible for keeping these files up to date. Safeguarding files will be stored securely and access will only be given to those who need it. Malden Oaks uses CPOMS, a software commonly used in schools to record, monitor and track safeguarding concerns.

When students leave Malden Oaks, the school will make sure that their safeguarding file is transferred to the new education setting or college within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main student file and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the student transferring so support can be put in place ready for when the student starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.

## Appendix 1: Types of abuse and specific safeguarding concerns

These appendices are based on the Department for Education's KCSiE guidance.

Abuse is where somebody fails to prevent harm (neglect) or causes harm (abuse). We are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Our staff will be aware that technology is a significant part of many safeguarding issues.

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

Emotional abuse 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

- communicating to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- seeing or hearing the ill-treatment of another, such as in situations of domestic abuse
- serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

We use the following guidance to help identify and address cases of neglect.

[Handling Cases of Affluent Neglect in Schools](#)

[Local partnership guidance](#)

## Indicators of abuse

The following list, provided by the [NSPCC](#), covers some common indicators of abuse and neglect.

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body
- patterns of repeated lateness or absence

It is important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

## Specific safeguarding concerns

This section is based on Annex B of Keeping Children Safe in Education 2023. Annex B includes further information about other safeguarding issues to be aware of. All concerns under this section should be addressed in line with the section 6 of this document, unless stated otherwise.

### Children absent from education

All staff will be aware that children being absent (or missing) from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Further, it may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so called 'honour'-based abuse or risk of forced marriage. We are also aware that absence can increase any existing safeguarding risks.

Attendance is closely monitored at Malden Oaks to support us in identifying abuse and acting early. Our staff will be aware of our school's or college's unauthorised absence procedures and children missing education procedures. We notify children's services if a child who has a social worker is absent from school without a suitable explanation. We make sure we have more than one emergency contact number for each pupil, which supports the school's procedure for addressing children missing and absent from education. We work in partnership with Achieving for Children when patterns of absence give rise to concern, including notifying them when a student leaves our school without a new school being named. We also work with our Engagement Officer who is able to do Welfare Checks

Our attendance policy and procedures are set out in a separate document, which can be found [here](#).

Useful links:

[Local partnership guidance](#)

[Children Missing Education statutory government guidance](#)

### Contextual safeguarding

Contextual safeguarding, also known as 'risk outside the home', is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Malden Oaks will maintain records of concerns about contextual safeguarding in accordance with our safeguarding procedures. We know the importance of information sharing, therefore if we identify contextual safeguarding concerns about the local area we will share this information with the contextual safeguarding team for Achieving for Children, [contextualsafeguarding.exploitation@achievingforchildren.org.uk](mailto:contextualsafeguarding.exploitation@achievingforchildren.org.uk). If there is a specific concern about a child, we will consult with the relevant children's services.

Useful links:

[Local partnership guidance](#)

[Achieving for Children's Risk Outside the Home page](#)

[Tackling Child Exploitation multi-agency Practice Principles](#)

### Child sexual exploitation (CSE) and child criminal exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Both can occur online. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Our staff will be aware of a range of factors that could make a child more vulnerable to exploitation. We will provide additional support to children who have been exploited to help keep them in education.

Some of the following can be indicators of both child criminal and sexual exploitation where children

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

### Child sexual exploitation (CSE)

CSE is a form of child sexual abuse which can affect any child. Sexual abuse 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 clothing. It may include non-contact

activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example 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 they are being exploited, for example believing they are in a genuine romantic relationship.

CSE can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

Malden Oaks follows the London Child Protection Procedures regarding [sexual exploitation](#). Further information on signs of a child's involvement in sexual exploitation is available in Home Office's [Child sexual exploitation: definition and guide for practitioners](#).

### Child criminal exploitation (CCE)

At Malden Oaks, we recognise children involved in CCE are victims, despite their engagement in crime. A child may still have been criminally exploited even if the activity appears to be consensual. Staff will be aware that girls are at risk of criminal exploitation too, and that both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others.

CCE can include children being forced and/or manipulated

- to work in cannabis factories
- into moving drugs or money across the country (county lines)
- to shoplift or pickpocket
- to threaten serious violence to others
- into committing vehicle crime

## Serious violence

Staff at Malden Oaks will be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.

These may include

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing
- signs of assault or unexplained injuries
- Unexplained gifts or new possessions (could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation)

All staff are aware of the range of risk factors increasing the likelihood of involvement in serious violence, such as

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment
- having been involved in offending, such as theft or robbery

Useful links:

[Preventing youth violence and gang involvement government guidance](#)

[Criminal exploitation of children and vulnerable adults: county lines government guidance](#)

## County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, student referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes.

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

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults • is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

For more information see: [Criminal exploitation of children and vulnerable adults: county lines](#)

### School-related weapons incidents

Malden Oaks follows the AfC School Related Weapons or Potential Weapons Incidents Protocol. We will inform children's services and the police of any incident involving a weapon or potential weapon. Our teachers have the legal power to search pupils without consent for a number of 'prohibited items', including weapons covered in the government's [Searching, screening and confiscation](#) guidance.

Malden Oaks recognises that children and young people involved in school-related weapons incidents, including the person displaying the behaviour, are vulnerable. Malden Oaks will provide support, protection and education to develop a full understanding of the implications of carrying, and/or using, weapons.

### Children who run away or go missing from home or care

Malden Oaks recognises that children who run away, go missing or are absent from their normal residence are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. The statutory guidance [Children Who Run Away or go Missing from Home or Care](#) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with Achieving for Children or other relevant local authority, Malden Oaks will facilitate RHIs, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the

school or college site for the interview to take place. We will follow the Kingston and Richmond Safeguarding Children Partnership's [Missing children](#) procedure when required.

## Mental health

With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. Malden Oaks recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our Mental Health policy can be found [here](#)

Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. Malden Oaks aims to promote positive mental health for all staff and pupils. To do so, we take into account the government's [Mental health and behaviour in schools guidance](#).

## Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching

- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP, etc
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive withdrawal from activities that used to be enjoyed
- abuse of alcohol and or drugs

Malden Oaks recognises that any student who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest point. Any member of staff who is made aware that student has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

A safety plan will be developed for any student at risk of suicide.

Papyrus

CAMHS crisis number : 0800 0516 171.

Useful links:

[Local partnership guidance](#)

[Mind](#)

[NSPCC: Child mental health](#)

Domestic abuse

Domestic abuse can include 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, and includes coercive or controlling behaviour. It can take place inside and outside the home. The [Domestic Abuse Act 2021](#) states that children can be victims of domestic abuse. They

may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

These experiences can have a serious and long-term impact on a child's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Act states that domestic abuse occurs between at least two people over the age of 16. Therefore, legally, some older children can also commit domestic abuse either in their own intimate relationships or against their parents/carers.

Malden Oaks has signed up to the police initiative [Operation Encompass](#), a system which ensures that when police are called to an incident of domestic abuse and a child/children in the household experienced the incident, the police will inform the DSL in school before the child or children arrive at school the following day. Once informed, the DSL or a deputy will provide silent support according to the child's needs and update records about their circumstances.

Useful link:

[Local partnership guidance](#)

## Homelessness

MAlden Oaks recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputy are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include: household debt, including new poverty induced by the pandemic; rent arrears; domestic abuse and antisocial behaviour; and/or the family being asked to leave a property. If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

## Child-on-child abuse

We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside school and online. This can include, but is not limited to

- bullying (including online bullying, prejudice-based and discriminatory bullying)
- abuse between children in an intimate relationship
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online)
- sexual violence, such as rape and sexual assault (including when a child encourages or threatens this online)
- sexual harassment, such as sexual comments, jokes and online sexual harrassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos

- 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
- upskirting and initiation/hazing type violence and rituals

Older pupils may use any of these types of child-on-child abuse to ‘recruit’ younger pupils into gangs, especially in areas where gangs are prevalent. Young people experiencing child sexual exploitation first hand may be forced to recruit other young people using types of child-on-child abuse. We are aware that boys are more likely to carry out child-on-child abuse and girls are more likely to be impacted by it, but all child-on-child abuse is unacceptable and will be taken seriously.

Malden Oaks does not tolerate child-on-child abuse. We know that even when there are no reported cases of child-on-child abuse, it could still be happening but yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”. For pupils to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it.

It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

- Our staff read this policy.
- Our staff are trained to spot the signs that a child is, or may be experiencing, child-on-child abuse and how to report it. They maintain an attitude that ‘it could happen here’.
- Our staff challenge any inappropriate behaviour between children, including the use of derogatory language.
- The Communication and Relationship (behaviour) policy, which includes our whole school response to abuse, makes sure everyone knows how to behave and how to respond consistently when pupils show unacceptable or abusive behaviour.
- In all areas of school life, we teach and model to students how to act and to treat other people, including when they are online.
- We have effective systems in place for pupils to report child-on-child incidents.

### Child-on-child sexual violence and sexual harassment

Our school is aware of Ofsted’s [Review of sexual abuse in schools and colleges](#). The review was carried out as a result of the large amount of testimonies shared on the [Everyone’s Invited](#) website, which highlighted the prevalence of sexual harassment and sexual violence.

We know that sexual violence and sexual harassment can happen between two children of any age or sex, from a group of children to a single child or group of children, online and face to face. It is more likely that girls will be impacted by sexual violence and more likely that sexual

harassment will be instigated by boys. Sexual violence and sexual harassment exists on a continuum and may overlap. They are never acceptable and we will not tolerate them. National and local research has made us aware of the prevalence and normalisation of harassment and abuse in school-aged children. No reports does not mean it is not happening here at Malden Oaks.

Alongside girls, these groups are at higher risk of sexual violence and sexual harassment:

- children with SEND
- pupils who are LGBT or who are perceived to be LGBT by their peers

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, negatively affect their educational attainment and be worsened if the alleged perpetrator(s) attends the same school. If a child reports an incident, they will be reassured that they have done the right thing by telling a trusted adult, will be taken seriously, supported and kept safe. We will further reassure those affected that the law is there to protect them, not criminalise them.

We are aware that when a child reports sexual violence or harassment, this may only be the start of a larger disclosure that could transpire over time. When there are reports, we will always consider the effectiveness of our policies and procedures and whether any changes are necessary to reduce the risk of it happening again. This will be in line with the school maintaining a culture of safeguarding.

Malden Oaks follows Part 5 of KCSiE when considering our response to sexual violence and sexual harassment. These are mainly captured in the child-on-child abuse section of this policy.

### Harmful sexual behaviours (HSB)

Children's sexual behaviours exist on a continuum. HSB refers to problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. HSB can occur online or face-to-face. We will always consider HSB in a child protection context. Malden Oaks recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

When considering HSB, we will take into account the ages and the stages of development of the children. 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, for example, if the older child is disabled or smaller in stature.

Our DSL and deputies will

- have a good understanding of HSB
- assist in planning the curriculum aimed at preventing HSB
- ensure staff spot and report inappropriate behaviour to prevent an escalation
- incorporate our approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding

Malden Oaks' curriculum addresses these issues via the following topics according to the age and stage of development of our pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- consent

Useful links:

[Local partnership guidance](#)

[NSPCC Harmful Sexual Behaviours](#)

[Stop it Now](#)

### Upskirting

Malden Oaks will ensure that all staff and pupils are aware that 'upskirting' is a criminal offence and will not be tolerated. The [Criminal Prosecution Service \(CPS\)](#) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission".

Malden Oaks will decide each incident on a case-by-case basis, with the DSL or a deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

### Sharing nudes and semi-nudes

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 ([UKCIS, 2020](#)). Alternative terms used by children and young people may include 'dick pics' or 'pics'. It is a form of child sexual abuse. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. While sharing nudes and semi-nudes of them or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily.

So-called 'honour'-based abuse, including FGM and forced marriage

So-called 'honour'-based abuse (HBA) means incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. We are aware this abuse often involves a wider network of family or community pressure and can include multiple perpetrators. Therefore, we will consult with children's services before taking any form of action to reduce the dynamic and additional risk factors that might be present as a result.

### Female genital mutilation (FGM)

Female genital mutilation (FGM) means all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL will make sure that staff have appropriate training to prepare them for spotting signs that a child has been affected by FGM or is at risk of FGM.

[Section 6](#) of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Signs that FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home ([NSPCC](#))

Signs FGM might have taken place:

- having difficulty walking, standing or sitting
- spending longer in the bathroom or toilet
- appearing quiet, anxious or depressed
- acting differently after an absence from school or college
- reluctance to go to the doctors or have routine medical examinations
- asking for help – though they might not be explicit about the problem because they're scared or embarrassed ([NSPCC](#))

Useful information:

[Female Genital Mutilation Statutory Guidance](#)

[Local partnership guidance](#)

### Forced marriage

A forced marriage is non-consensual. Either person could be forced/pressured in several ways, including physically, psychologically, financially, sexually and emotionally. It is a criminal offence in England and Wales.

An arranged marriage is different. The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with those who are considered for marriage.

We are aware that the legal age for marriage in the UK has risen to 18, regardless of parental consent. The DSL will follow the local safeguarding procedure and, if necessary, seek advice from the Forced Marriage Unit on 020 7008 0151 if a concern comes to their attention.

Useful information:

[Freedom charity](#)

[Handling cases of forced marriage guidance](#)

[National FGM Centre](#)

### Modern slavery

Modern slavery is a crime whereby a person uses another person, by means of deception or coercion, as a possession for the purposes of exploitation. We are aware modern slavery exists in the UK and that some victims are children.

Common places modern slavery occurs includes

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and childminding

Victims can be forced into criminal activities such as cannabis production, theft or begging.

The DSL will seek advice and support from children's services who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

Useful information:

[Modern slavery: how to identify and support victims](#)

## Private fostering

A private fostering arrangement is when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

Malden Oaks is aware that, by law, a parent or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. We have a duty to inform children's services of this arrangement if they have not been notified, but we will encourage parents and private foster carers to do so in the first instance.

Useful links:

[Looking after someone else's child](#)

[Local partnership guidance](#)

## Preventing radicalisation and extremism

We take seriously our [statutory duty](#) to protect children from being drawn into terrorism and extremism. While some children are more susceptible, any child can be radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. It can occur over a period of time or quickly.

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

Terrorism is an action that:

- endangers or causes serious violence to a person/people
- causes serious damage to property, or
- seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

To prevent children from being drawn into radicalisation, we make sure

- Our filtering and monitoring systems will prevent and protect children from accessing extremist material.

- Pupils are taught about British Values and staying safe online via the curriculum.
- Children are provided with a safe space to discuss controversial issues and the skills they need to challenge extremist views.
- Staff are trained to spot the indicators of radicalisation and extremism and how to report concerns as soon as possible.
- The DSL attends Prevent awareness training and is aware of the latest guidance.
- We assess the risk of the children in our school being drawn into terrorism, working with the local partnership.

The [Educate against hate](#) government website lists signs that could indicate that a child is being radicalised:

- becoming increasingly argumentative
- refusing to listen to different points of view
- unwilling to engage with children who are different
- becoming abusive to children who are different
- embracing conspiracy theories
- feeling persecuted
- changing friends and appearance
- distancing themselves from old friends
- no longer doing things they used to enjoy
- converting to a new religion
- being secretive and reluctant to discuss their whereabouts
- changing online identity
- having more than one online identity
- spending a lot of time online or on the phone
- accessing extremist online content
- joining or trying to join an extremist organisation

If you have concerns that a pupil may be at risk of radicalisation or involvement in terrorism, go to [section 6](#).

Useful links:

[Local partnership guidance](#)

[Protecting children from radicalisation: the prevent duty](#)

## Child abuse linked to faith or belief

This type of abuse can happen anywhere across any community and/or religion. There are a variety of definitions associated with abuse linked to faith or belief. It can include, but is not limited to, the concept of belief in

- witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)

- the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- ritual or multi-murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation

If you suspect a case of child abuse linked to faith or belief, follow the safeguarding procedures in this policy. In addition, the Metropolitan Police's Project Violet team can be contacted on the non emergency, 24/7 number: 101.

Useful links:

[Metropolitan Police advice](#)

[Short Youtube introduction video](#)

### Fabricated or induced illnesses

Staff at Malden Oaks are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our [supporting pupils with medical needs policy](#) details our procedure for ensuring reported medical needs are evidenced by medical professionals.

Useful link:

[The Royal College of Paediatrics and Child Health \(RCPCH\) guidance](#)

## Appendix 2: Allegations against staff and low-level concerns procedure

Malden Oaks has a whole school approach to safeguarding and we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including contractors) are dealt with promptly and appropriately.

### *Recruitment and selection process*

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training. Full details can be found in our Safer Recruitment Policy.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### Advertising

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### Application forms

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders
- Alert candidates they will be subject to online searches

## Shortlisting

Our shortlisting process will involve at least 2 people, at least one of whom will have completed Safer Recruitment Training, and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we will ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
- Sign a declaration confirming the information they have provided is true

We will also consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

## Seeking references and checking employment history

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

## Interview and selection

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

#### Pre-appointment vetting checks

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### New staff

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: criminal records checks for overseas applicants
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### Existing staff

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children;
- An individual moves from a post that is not regulated activity to one that is;
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### Management Committee Members

- All Management Committee Members will have an enhanced DBS check without barred list information.
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All Management Committee Members will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school Management Committee Members).

### Alternative provision settings

Where we place a student with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### Monitoring off site providers

Where another body is providing services or activities, the DSL will quality assure these providers and:

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed. Copies will be kept by the DSL.
- Seek assurance that staff working with the provider have up to date DBS Checks.

- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply
- We follow the statutory guidance for alternative provision.

Despite all efforts to recruit safely, there may be occasions when allegations of abuse against children are reported to have been committed by staff, supply staff, practitioners and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff, supply staff or volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates 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 applies to any child that the member of staff, supply staff or volunteer has contact with in their personal, professional or community life, as if they had child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings'

[Guidance for safer working practice for those working with children and young people in education settings February 2022](#)

Guidance about conduct and safe practice, including safe use of mobile phones by staff, will also be given at induction. All staff should be aware of Malden Oaks' Communication & Relationships (behaviour) policy. All school staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff

receiving the allegation or being aware of the information, will immediately inform the headteacher or the DSL.

On all such occasions, the headteacher or the DSL will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of Management Committee who will consult the LADO as above, without notifying the headteacher first. Contact details for the chair of Management Committee can be found in section 1 of this policy.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

Malden Oaks will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education 2022](#)

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the headteacher, the decision to suspend will be made by the chair of governors in consultation with the LADO and HR.

If the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school cease to use a supply teacher due to safeguarding concerns without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, while they carry out their investigation.

If an allegation pertains to another adult not employed directly by the school, for example catering staff, cleaning staff, peripatetic teachers, sports coaches or a former member of staff, the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the school's process for managing information. We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and Management Committee Members are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. If a teacher is dismissed due to serious misconduct, or might have been dismissed had they not left first, consideration will be given as to whether to refer the case to the Secretary of State via the Teaching Regulation Agency.

## Low-level concerns

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out above. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school may have acted in a way that

- is inconsistent with the staff code of conduct, including inappropriate conduct outside work
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

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

- being over friendly with children
- having favourites
- taking photographs of children on staff's personal mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

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.

The culture of our school is such that staff are encouraged to pass on low level concerns to the DSL or the headteacher. These concerns will be recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of the school from potential false allegations or misunderstandings.