



# Safeguarding and Child Protection Policy 2024 - 2025

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See EOTAS policy control document (held by the Business Manager) for status, notes and actions pertaining to this policy



# Safeguarding and Child Protection Policy 2024 - 2025

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Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0	Adopted	20 <sup>th</sup> July 2023	IEB	Adoption Safeguarding and Child Protection Policy 2024 - 2025



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**QUICK REFERENCE CONTACT GUIDE**

	<b>Name</b>	<b>Contact Details</b>
<b>Designated Safeguarding Lead</b>	<b>Sally Nichols</b>	01793 828941 / 07946 495337 Sally.nichols@eotas.swindon.sch.uk
<b>Deputy DSL &amp; Head Teacher</b>	<b>Juliette Baldwin</b>	01793 828941 / 07976 373056 Juliette.baldwin@eotas.swindon.sch.uk
<b>Deputy DSL &amp; HOC</b>	<b>Eleanor Hatchett</b>	01793 828941 / 07720 289384 Eleanor.hatchett@eotas.swindon.sch.uk
<b>Deputy DSL, HOC &amp; Designated Teacher for CLA</b>	<b>Kate Hooper</b>	01793 618046 / Kate.hooper@eotas.swindon.sch.uk
<b>Deputy DSL &amp; HOC</b>	<b>Julie Norris</b>	01793 618046 / Julie.norris@eotas.swindon.sch.uk
<b>Deputy DSL &amp; HOC</b>	<b>Lisa Macdonald</b>	01865 903161 / Lisa.macdonald@eotas.swindon.sch.uk
<b>Deputy DSL</b>	<b>Michelle Shepherd</b>	01793 828941 / Michelle.shepherd@eotas.swindon.sch.uk
<b>Deputy DSL</b>	<b>Karen Goldup</b>	01793 8282941 / Karen.goldup@eotas.swindon.sch.uk
<b>Deputy DSL</b>	<b>Michelle Claxton</b>	01793 618046 Michelle.claxton@eotas.swindon.sch.uk
<b>Designated Lead for Prevent</b>	<b>Sally Nichols</b>	01793 828941 / 07946 495337 Sally.nichols@eotas.swindon.sch.uk

<b>Contact Swindon (Early Help and Social Care)</b>	<b>Contact phone number</b>
<b>Contact Swindon – Single point of contact</b>	01793 464646
<b>Emergency Duty Service</b>	01793 436699

<b>Chair Of IEB</b>	Richard Sloan
<b>Member of IEB with Safeguarding Responsibility</b>	Paul Holroyd

**POLICY**

## Definitions

### Introduction – EOTAS commitment to Safeguarding

### Equalities Statement

### Overall Aims

### Expectations

### Role of the Designated Safeguarding Lead (DSL)

### Interim Executive Board

### Training

### Safer Recruitment and Selection

### Staff Support

### Support for Children

### Whole School Approach

All policies which address issues of power and potential harm, for example anti-bullying, equality and diversity, use of reasonable force, positive behaviour, will reflect the whole school ethos towards valuing the child as an individual. Policies should hence reflect a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of our school, which ensures that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

### Identification of those at Increased Risk, or have Additional Safeguarding Needs

Certain groups of pupils within school are more likely to be identified as requiring extra support to meet their safeguarding needs; these could include: children in care and previously looked after children, young carers, those with mental health problems and those living in households where there is domestic abuse, mental health concerns and/or substance misuse, children with parents who are currently in prison etc. EOTAS will takes steps to identify those at greater risk, regularly monitored and appropriate measures are put in place to support their needs. EOTAS recognises that many of our students are at much greater risk as a result of these issues. EOTAS is committed to working with multi agency partners to ensure that the

intelligence surrounding the situations our students may be involved in is current and informs our ways of working and decision making. Mental health is a key factor affecting many of our students and their families. Drug and substance misuse often goes hand in hand with poor mental health. These are contributing factors to our student becoming very vulnerable to exploitation. Engaging students with school is vital to keeping them protected from external influences.

### **Extra familial harm – risk outside the home**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families, extra familial harm/risk outside the home. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers possibly have little influence over these contexts, and young people's experiences of extra-familial abuse can possibly undermine parent-child relationships. Therefore staff at **EOTAS** will be considering the context within which incidents and or behaviours occur, and exercise professional curiosity and any actions taken will consider the safety and wellbeing of the child within this context. This is known as **Contextual Safeguarding**. EOTAS recognises that there are significant contextual safeguarding issues attached to our students. It is important that families are offered support when they find their child being at risk of extra familial harm.

### **Managing allegations made against members of staff or volunteers**

#### **Allegations that meet the harms threshold**

All staff should report any concerns relating to staff to the Head teacher without delay, the Head teacher will report all allegations that meet the harms threshold to the LADO within 24 hours of the allegation having been received.

Where there are concerns/allegations about the head teacher or principal, this should be referred to the Interim Executive Board.

All allegations will be managed in line with the statutory guidance in KCSIE 2023 and the school whistleblowing procedure.

Where an allegation is of a 'low level concern' and it is felt it does not meet any of the harms threshold then **EOTAS** will ensure KCSIE 2023 processes are followed.

Advice will be sought from Swindon LADO in any instances where it is unsure if the harms threshold has been met.

Where staff feel unable to raise an issue with the Head teacher or Interim Executive Board or feel their genuine safeguarding concerns are not being addressed NSPCC whistleblowing advice line is available.

Staff can call 08000 28 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) . Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

## Key Safeguarding Areas

In addition to the above, there are other areas of safeguarding, that **EOTAS** has a responsibility to address and these include (see KCSIE 2023 Annex B for full details):

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental health
- Modern slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Serious violence
- So called 'honour-based' abuse (including Female Genital Mutilation (FGM) and Forced Marriage)
- FGM
- Forced Marriage
- Additional advice and Support

# Procedures

## Reporting Concerns

### What to do if you are Worried About A Pupil

See also ['What To Do If you're Worried About A Pupil being abused' - DfE March 2015](#)  
[And the national multi-agency practice standards included on pages 82-84 of Working Together To Safeguard Children \(Dec 23\)](#)

Concerns about a child's welfare can arise in many different contexts; children may be abused in a family, by those known to them. They may be abused by an adult or adults, or another child or children within their family network; this is also referred to as familial abuse.



The risk of harm may come from outside the home (ROTH); this is also referred to as extrafamilial harm. This includes:-

- Exploitation by criminal and organised crime groups or individuals (such as county lines and financial exploitation)
- Serious violence
- Modern slavery and trafficking
- Online harm
- Sexual exploitation
- Teenage relationship abuse
- The influences of extremism, which could lead to radicalisation

Children may experience extra-familial harm from other children and/or from adults; it may take place in school or other educational settings, within community/public spaces and/or online.

You may be worried about a pupil's welfare because you have seen or heard something. You may have noticed a change in their behaviour. You may have seen a mark on a pupil which worries you. You may be concerned about the safety or welfare of a pupil who is absent from school. You may not have received a direct disclosure, but you may have overheard a conversation which worries you.

Where a pupil comes to speak to you directly and tells you information which may suggest they are at risk of abuse, neglect or exploitation, this is known as a disclosure. If a pupil discloses to you, you should:

- **Reassure** the pupil that they being taken seriously and that they will be supported and kept safe
- **Listen** to what the pupil is saying, without displaying any signs of shock or disbelief
- **Allow** the pupil to talk freely without interrupting
- **Reassure** the pupil but do not make promises about keeping the information a secret
- **Reassure** the pupil that this is not their fault
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions
- **Explain** to the pupil that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

All staff should be aware that children may not feel ready or know how to tell someone they are being abused, and/or they may not recognise their experiences as harmful. This should not prevent you from having a professional curiosity and speaking to the DSL if you have concerns.

You may not have received a direct disclosure, but you may have overheard a conversation which worries you. You may have seen a mark on a pupil which worries you or noticed a change in behaviour. You may be concerned about the safety or welfare of a pupil who is not in school. You have a responsibility to follow the steps below:-

### Step 1

- Do you need to take immediate action to secure the safety of the pupil?

- If you are concerned that a pupil might be in immediate danger or at risk of significant harm you must act **immediately** and before the end of the school day. A decision may need to be taken about whether it is safe for the pupil to return home.
- Report your concerns directly to a member of the safeguarding team, as soon as possible. Where possible, this should be done 'face to face'.  
In the first instance our Designated Safeguarding Lead is **Sally** .

If the DSL is unavailable, please report to our deputy DSL/s **Juliette Baldwin, Kate Hooper, Eleanor Hatchett, Julie Norris, Karen Goldup, Michelle Shepherd & Michelle Claxton**.

- If no-one from your safeguarding team is available, speak to the most senior member of staff on site. If this is you, please refer to 'Role of DSL'.

### Step 2

- Record your concerns using CPOMS as soon as possible.
- Instructions for logging on: Please access CPOMS shortcut on your PC desktop.

### Guidance on recording your concern

- CPOMS will automatically record the full date, time, your name and role.
- Please add location, and keep your record as factual as possible.
- Use full names, not initials as we need to be able to identify who individuals are.
- Use the pupil's own words where applicable and enclose any direct quotes in quotation marks.
- Include what is it that you have seen/heard/noticed which concerns you?  
Has the pupil communicated that something is wrong? Verbally? Behaviour?
- Ensure your record is clear and factual. If you have included your opinion in your report, have you made it clear that this is your opinion?
- Include why what you have seen/heard/noticed concerns you? What are you worried will happen if this concern/incident is not responded to?
- Is there any context you may be aware of?  
Is this concern the first or have you had other concerns?
- Include any actions you have already taken.
- If marks or injuries have been observed, record these on a body map. (Do not take photographs)
- If you are unable to access CPOMS, please use the paper Safeguarding Record Form (This must be later scanned into CPOMS).

**Remember that records can be accessed by parents/carers and may also be used in multi-agency meetings and in criminal proceedings. Records should be clear, comprehensive and professionally written.**

### Step 3

- Include whether you have spoken to parents/carers about the concern/incident. Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the

child. If the parent is the alleged perpetrator you must always seek advice from the safeguarding team before speaking to the parent/carer.

- The original concern form should be passed, in person, to the DSL/Deputy DSL.
- Information should always be kept secure and confidential.
- Copies should not be retained by you.

#### Step 4

- You should receive feedback about what action, if any is being taken in response to your concern. A recommended timescale for this is within 24 hours. If you do not receive feedback or you feel that the situation is not improving for the pupil, you have a duty to follow up your concern with the DSL / deputy DSL.
- See section on Whistle-blowing also.

Additional consideration needs to be given to pupils with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

### What happens once a concern /disclosure has been reported to a member of the safeguarding team?

The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the pupil:-

#### Step 1

- If there is concern that the pupil is in immediate danger contact Children's Social Care, Contact Swindon – 01793 464646. You may also consider contacting the police on 999. **Go to section 'Making a referral to Social Care' (page 27 )**

#### Step 2

- Contact the parent/s or carer/s of the pupil concerned, if this has not already been done. You may wish to take advice from Children's Social Care before contacting the parent/carer. If, having sought advice, you believe that sharing this information may increase the risk of harm to the pupil do not share with parents at this stage. You must document your decision-making here if the decision is made not to share information with parents/carers. In the majority of cases informing the parents/carers of the concern / disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable.
- Ensure that the parent/carer understands that a record will be kept by the school.

#### Step 3

- Refer to the local authority threshold document [https://swindonchildcare.proceduresonline.com/files/right\\_help\\_time.pdf](https://swindonchildcare.proceduresonline.com/files/right_help_time.pdf) to support decision-making about what action is now required.
- What are the risks to the child? Are they familial; posed by someone in the child's family? Are they extra-familial; posed by adults or peers outside of the home? (See Part 1 of KCSIE for further information)
- If the concern does not require immediate contact with Children's Social Care, consider this latest concern within the context of any wider concerns / disclosures. This may mean further discussion with the pupil's teachers and Pastoral team and /or referring back to safeguarding or child protection records if they exist.

**Step 4**

- Ensure that the member of staff reporting the initial concern has received feedback about actions and outcomes (if applicable).

**Step 5**

- Update record-keeping with information about identified actions, completed actions, decision-making (where applicable) and outcomes (as appropriate).

**Next steps - Early Help**

See also pages 7 KCSIE Sept 23

And Pages 44-52 of Working Together to Safeguard Children (Dec 23)

Working Together To Safeguard Children (Dec 23) defines early help as:-

‘support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse.’

Effective early help relies upon local agencies, including education working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a pupil and their family which focuses on activity to significantly improve the outcomes for the pupil.

**How are children and families identified for Early Help?**

In our school staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed. Any child may benefit from early help, but staff should be particularly alerted to a child who:-

- is disabled or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- is suffering from mental ill health
- is a young carer
- is bereaved
- shows signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- is frequently missing from care or home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised
- is viewing problematic and/or inappropriate online content (for example linked to violence), or developing inappropriate relationships online
- has a family member in prison or is affected by a parent offending or a parent/carer in custody
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is mis-using drugs or alcohol themselves

- has returned to family home from care
- is at risk of honour-based violence such as female genital mutilation or forced marriage
- is a privately fostered child
- is missing education, or persistently absent from school, or not in receipt of full-time education
- has experienced multiple suspensions and is at risk of, or has been permanently excluded

## What support is provided as part of the school's Early Help offer?

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL, DDSL or a member of the Pastoral Team. If early help is appropriate, the school will generally lead on liaising with relevant agencies and setting up 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 professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate.

If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving or is getting worse.

Some of the support we can offer as part of Early Help is:

School counsellor, School nurse, BEU mental health support, PCSO intervention, support in the Learning Hub or from the SEND department where appropriate, intervention groups, 1 to 1 support with our Deputy DSLs or referrals to outside agencies. Each case is looked at on an individual basis to ensure the right level of support is put in place.

## How does the Early Help process work?

The Early Help Assessment (Record) and Plan is the common process for supporting children, young people and families with additional needs through early identification of problems, swift intervention and a planned, co-ordinated response. The aim is to consider the needs of the child or young person in three key areas:

- The development of the child/young person, including health and well being
- Parenting/caring
- Family and community

The intention is for all children, irrespective of their circumstances, to have the best start in life, to grow up safe, stable and healthy, to fulfil their potential and make a contribution to their community.

The Early Help Assessment (Record) is part one of a single assessment process that aims to empower parents and provide a timely, seamless service if needs escalate. The practitioner who identifies a child's needs gains consent from the young person, parent or carer to undertake an assessment, following which he or she coordinates an Early Help Assessment (Record) and Plan and, if appropriate, initiates a Team Around the Child and Family (TAC/F) meeting.

The purpose of the TAC/F meeting is to bring together practitioners with the appropriate skills to meet the identified needs of the child and develop a support plan. The parents and practitioners concerned will agree the most appropriate person to undertake the Lead Professional role. Goals will be identified and regular reviews undertaken, with the focus on a child-centred approach, positive engagement with the family, increased community involvement and collaboration between agencies.

### Next steps - Making A Referral To Children's Social Care For Support At Child In Need or Child Protection level

See also pages 17 - 18 KCSIE Sept 23

And pages 57-62 of Working Together To Safeguard Children (Dec 23)

For some children and families early help support may not result in improved outcomes and increased safety for the child involved;

- A family may choose not to engage with the early help process and concerns may escalate as a result;
- The child may be at risk of significant harm.

At this stage, school safeguarding teams should refer to the local authority threshold guidance when making a decision as to whether a referral is made to Children's social care for support for:-

- 1.) a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of services, or the child is disabled – **Child in Need** (under section 17 of the Children Act 1989)

or

- 2.) there is reasonable cause to suspect a child is suffering or likely to suffer significant harm – **Child Protection** (under section 47 of the Children Act 1989)

In the first instance this should be made by telephone to Contact Swindon 01793 464646. It is useful to have any safeguarding / child protection records to hand. Following a telephone referral, you will be required to submit a written referral within 24 hours.

Points to consider when completing a referral:-

- where possible include the 'voice' of the pupil, including any behaviours displayed which may indicate an unmet need.
- provide a picture of what life is like for the pupil. What is their 'lived experience'?

- is the risk posed familial or extra-familial? Have you included what else you know about the wider family, environment and context the pupil lives in?
- from the school's perspective, what are your worries for this pupil?
- are there any safety factors? Are there any times when the school is less worried?
- An early help assessment is not a prerequisite for a referral but where one has been undertaken it should be used if a referral is made to children's social care.
- There are a number of additional 'frameworks' which can also be considered at this stage e.g. [the Hackett Continuum](#), the Brook Tool, Neglect Framework, Graded Care Profile (GCP).

The completed referral will be shared with parents/carers, who will be asked to provide consent to the information being shared with social care. If consent is not given, or the referrer deems that it would place the pupil at risk to share the referral prior to reporting to social care, the information can still be shared where there is good reason to do so.

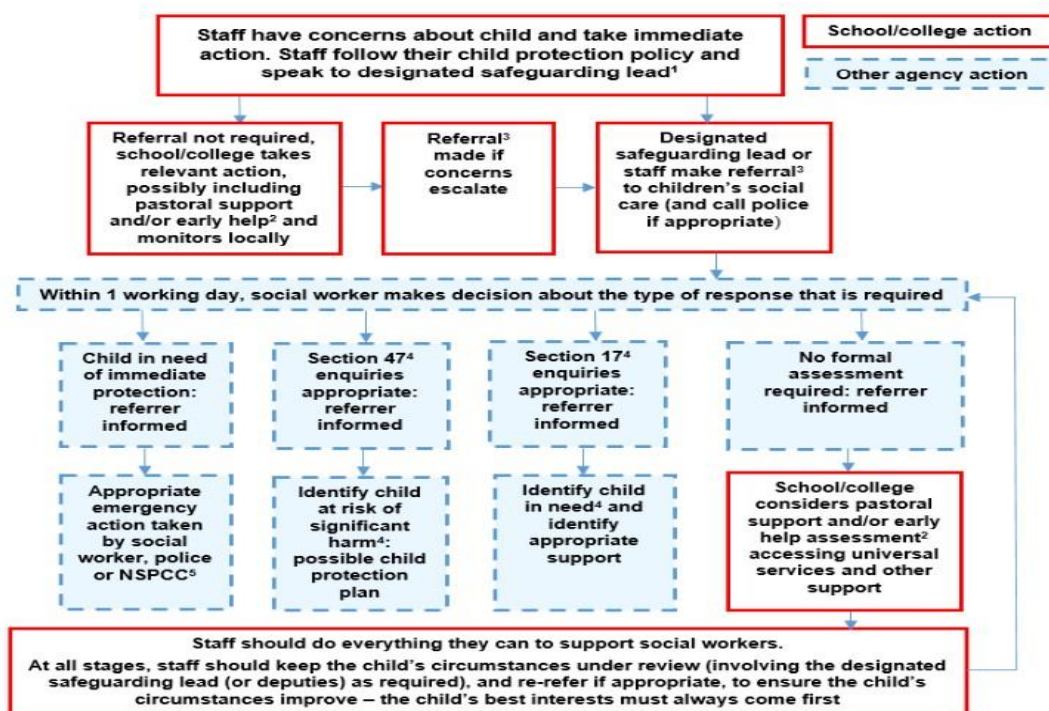
## Outcome of referral

Members of the school's pastoral & welfare team work in line with the statutory guidance included in Chapter 3 of Working Together To Safeguard Children (Dec 23) and the local multi-agency safeguarding procedures, which outline next steps and decision-making following a referral to Children's social care.

Whenever there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, a strategy discussion should take place involving Children's social care, the police and health. The school should also be represented at this meeting.

*See flowchart below and pages 85-105 Working Together To Safeguard Children (Dec 23)*

### Actions where there are concerns about a child



## Working with parents & carers

In line with 'Working Together To Safeguard Children' (December 23), we recognise the importance of working in partnership with parents and carers as far as possible. Whilst collaborative relationships with parents and carers are important, we also recognise that the wishes and feelings of our pupils play a pivotal role in decision-making. Concerns about the welfare or safety of pupils will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the pupil. Following consultation with the school's safeguarding team, it may be the pupil's Tutor or Pastoral Team who contacts the parents/carers or it may be a member of the safeguarding team themselves. Our first priority is the pupil's welfare and therefore there may be occasions when concerns about a pupil means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Children's Social Care, the parent/carer will be contacted by a member of the school's safeguarding team and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the pupil.

Where reports are written about pupils as part of the child protection process, the school will provide opportunity prior to the conference to share the content with parents and carers.

**The Data Protection Act 2018 and UK General Data Protection Regulation do not prevent the sharing of information for the purposes of keeping children safe and**



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

### Multi Agency Working

Staff at **EOTAS** understand the importance of our role to work in partnership with other agencies and that we have a shared and equal duty to safeguard and promote the welfare of children. If there are safeguarding or child protection concerns, referrals should be made by the DSL (or Deputy DSL) to **Contact Swindon** by phone (**01793 464646 out of hours 01793 436699**) following up with a referral on a **Request for Help & Support**. Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

If there is immediate risk then a call **must** be made to Police.

All situations where rape of a child has been disclosed then contact with Police **must** be made.

At **EOTAS all** staff will understand the age and meaning of consent.

Further information can be found here [Sexual harassment and sexual violence between children](#)

**EOTAS** will co-operate with any child protection enquiries including statutory safeguarding assessments conducted by children's social care: **EOTAS** will ensure representation at single and multi-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

Where a student is subject to a multi-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, **EOTAS** will contribute to any information requests.

### Resolution / professional disagreement

#### In school

- If a member of staff does not see any improvement having reported a concern about a pupil, they have a duty to re-report to a member of the safeguarding team.
- If it is felt that the safeguarding team is not taking their concern seriously then this must be escalated to the Head teacher or the Chair of Governors (if the Head teacher is a member of the safeguarding team). See also section 'Whistle-blowing'.

#### External

- If a member of the safeguarding team feels a decision made by another professional in another agency is not in the pupil's best interests, they must discuss this further. In

the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation)

- If pre-escalation fails to resolve the issues identified, the member of the safeguarding team should escalate within their own organisation (to the Head teacher if they are not in this role). The issue is then escalated to the professional's line-manager. (Escalation/Case Resolution)
- At all stages records should be kept.
- The Head teacher will ensure that the intention to instigate escalation procedures is made explicit and in writing.

**EOTAS** will use the Swindon Safeguarding Partnership Policy on resolution of professional disagreements relating to safeguarding and protection of children in all cases where escalation is required, to achieve the right outcome for children

[SSP Multi-agency Resolution Policy.pdf](#)

## Suspensions

When **EOTAS** is considering giving a suspension to a vulnerable student who is the subject of a child protection plan, is a child looked after or where there are safeguarding concerns **EOTAS** will follow the local authority procedures. A contextual safeguarding risk assessment will be considered prior to any suspension. EOTAS recognises that this is particularly necessary for many of the CYP in their care. Suspensions can push students towards greater risk in the wider environment.

## Private Fostering Arrangements

Where **EOTAS** staff become aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone who is not a close relative, for 28 days or more, they should raise this, in the first instance, with the DSL. The DSL will notify the local authority of the circumstances to enable the local authority to discharge their duties. EOTAs recognises that students can become involved in private fostering arrangement for very short term periods; EOTAs will however notify the LA of associated concerns.

## FGM Reporting Guidance

### Mandatory reporting duty for teachers

See Annex B and [Multi-agency statutory guidance on FGM \(July 2020\)](#) and [FGM Factsheet](#)

All staff, particularly teachers at **EOTAS** understand the duty to report to Police where they discover that FGM appears to have been carried out on a girl under the age of 18. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils/ students.

Staff at **EOTAS** understand that if there is a suspicion that a girl may be travelling for the purposes of FGM, the teacher or DSL will report this directly to Police as the child may be in immediate risk of harm.

Phone 101 if a known case (999 if the child is in immediate risk of harm). It is also good practice to inform MASH of these actions).

### **Children Missing from Education and Absent from Education (To be read in conjunction with the Attendance Policy)**

Staff at **EOTAS** understand that a child going missing from education or there is increased absence, unauthorised absences or are persistently absent for part of the day that this is a potential indicator of abuse or neglect or the child could be at risk of exploitation. All staff will follow **EOTAS** procedures for unauthorised absence and for responding to children that go missing from education, particularly on repeat occasions, to help identify and protect them from the risk of abuse and neglect, including sexual or criminal exploitation. All staff will follow **EOTAS** procedures for CYP who have significant absence from school to help identify and protect them from the risk of abuse, neglect or exploitation.

### **Child on Child abuse and Sexual Violence and Sexual Harassment between children**

*See part 5 of KCSIE*

We recognise that children are capable of abusing their peers and that sexual abuse of children by other children is a specific safeguarding issue and that this can happen both inside and outside of school including happening online.

Abuse will never be tolerated or passed off as “banter” or “part of growing up”. All staff at **EOTAS** understand that even if there are no reports in school that it does not mean it is not happening, it may be the case that children are just not reporting it.

All staff will be vigilant to what they hear, are told and see and will report all concerns, disclosures or incidents to the DSL.

Staff at **EOTAS** will challenge any inappropriate behaviour between peers, they will not downplay or dismiss behaviours as ‘just banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’. All Staff at **EOTAS** will develop and model the ethos and culture of our school’s zero tolerance of this type of behaviour and will support and encourage children to come forward and report any issues or concerns they have.

All staff will be trained to recognise signs and symptoms which may signal a child is at risk from sexual harassment or sexual violence and all other types of child on child abuse.

If a pupil makes an allegation of abuse against another pupil:

- Staff will inform the DSL and record the allegation, but will not investigate it
- The DSL will contact the local authority Contact Swindon and follow its advice, as well as the police if the allegation involves a potential criminal offence

The DSL will put a risk assessment and support plan into place for all children involved – both the child(ren) who experience the abuse and the child(ren) against whom the allegation has been made – with a named trusted adult they can talk to if needed

**All** who experience abuse will be reassured that they are being taken seriously and that they will be supported and kept safe

Those who experience abuse will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment

Those who experience abuse will never be made to feel ashamed for making a report.

In addition to existing advice about managing a disclosure contained in this policy, staff will follow Searching, Screening and Confiscation Advice 2023. This Advice contains procedures **EOTAS** will follow should Police conduct a strip search of children on school premises.

The DSL will manage any incidents in line with the guidance contained in Part 5 KCSIE 2023

**EOTAS** will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different vulnerable groups
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils know they can talk to staff confidentially by being vigilant to what is said between students, offering opportunities to chat over issues, logging all intelligence on CPOMs and creating a culture where students know they will be offered support to ensure their concerns are heard and their wishes are understood.
- Ensure staff are trained to understand that a pupil 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

To support our judgements about sexualised behaviours we refer to [the Hackett Continuum](#)

## Serious Violence

All staff will be aware of the risk factors which may signal a child is at risk from or are involved in 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, a change in wellbeing, signs of unexplained injuries or assault. Unexplained gifts or new possessions could also indicate a child is being exploited.

All staff are aware of the risk factors which increase the likelihood of a child becoming involved in serious violence such as being male, having been frequently absent from school or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

All staff will be aware that violence can peak in the hours just before or after school.

All staff will report any concerns to the DSL.

EOTAS is very aware that many of our students may have connections with this type of issue; we work closely with the LA and the police to keep our students safe and away from dangerous influencers.

## The Prevent Duty

See Annex B and , *The Prevent Duty Guidance (December 2023)* and [‘The Prevent Duty: an introduction for those with safeguarding responsibilities \(DfE Sept 23\)](#)

As with other safeguarding risks, staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be susceptible to radicalisation and act proportionately which may include our DSL making a referral using the agreed local Prevent referral procedures.

All referrals will be made to [Preventreferrals@wiltshire.police.uk](mailto:Preventreferrals@wiltshire.police.uk) by our DSL where it will be reviewed, there may be a need for a multi-agency Channel panel where information from partners is reviewed and the referral considered, level of susceptibility agreed and consider what support may be needed. **EOTAS’s** DSL will provide information and attend Channel Panels where they are requested to do so.

As a school we recognise that we have an important part to play in educating children about extremism and recognising when pupils start to become radicalised. In our school the designated lead responsible for the delivery of Prevent is Sally Nichols. The designated lead works in line with the statutory requirements laid out in the Prevent Duty guidance.

### Prevent referral process

- Concern identified and discussed with safeguarding or Prevent lead
- Concern referred to local Prevent team [Preventreferrals@wiltshire.police.uk](mailto:Preventreferrals@wiltshire.police.uk)
- Police gather information, assess risk and whether the individual is suitable for Channel. (if there are safeguarding concerns but no relevance to counter terrorism they will be referred to Contact Swindon)
- Channel panel meets to assess risk and determine whether an individual is adopted into Channel. If adopted, panel will seek consent to engage and develop a support programme based on the individual's needs.

Each local authority has a panel and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be susceptible to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- Referrals to Channel require the individual's consent.

**EOTAS's** DSL will also consider whether it is appropriate to share information with any new education setting in advance of the child leaving our school. This is to ensure the new setting are able to continue supporting the child through the Channel programme.

### Sharing of Information

**EOTAS** recognises the need to be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children. Whilst the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss. **EOTAS** will use the government's guidance 'Information Sharing: Advice for practitioners providing services to children, young people, parents and carers' (2018) to help manage information sharing in school.

### Transfer of safeguarding records when a pupil moves to a new school

Where children leave **EOTAS** the DSL will ensure their child protection/safeguarding file is transferred to the new education setting **within 5 days**, to allow the new school or college to continue supporting children who have had a social worker or have been victims of abuse and

have that support in place for when the child arrives, also ensuring secure transit, and confirmation of receipt will be obtained. This file will be transferred separately from the main pupil file.

The DSL will ensure this file is transferred within 5 days for an in-year transfer and within 5 days of the start of a new term.

**EOTAS's** DSL will also consider if it would be appropriate to share any additional information with the new education setting in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college

The school will retain records for pupils where there is an existing safeguarding /child protection file or who have been withdrawn to be electively educated at home. These will be stored confidentially until the child's 25th birthday and then disposed of in a confidential and secure manner. In the case of a CYP who has an EHCP and has been withdrawn to be electively educated at home EOTAS will liaise with the local authority and EHCP Coordinator to review the plan.

### **Record Retention**

The school will retain records for pupils where there is an existing safeguarding /child protection file or who have been withdrawn to be electively educated at home. These will be stored confidentially until the child's 25th birthday and then disposed of in a confidential and secure manner.

The school will retain records for pupils:-

- who have been withdrawn to be home-schooled, if there is an existing safeguarding /child protection file.

Where they are the last educational provider for the pupil.

## Appendix A

### Forms of abuse and neglect (taken from Working Together To Safeguard Children (Dec 2023 )

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

All **EOTAS** staff will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) and those with relevant health conditions additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Possible communication barriers and difficulties in overcoming these barriers.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These



may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Domestic Abuse:** The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be

“personally connected” (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16).

## Appendix B

### Safeguarding Form & Prompt Sheet

#### Safeguarding Concern Form

Agency staff, volunteers, and regular visitors are required to complete this form and email it to Juliette Baldwin (DSL) or a member of the safeguarding team if they have a safeguarding concern about a child attending any EOTAS site.

- Juliette Baldwin – Headteacher
- Sally Nichols – DSL
- Eleanor Hatchett – DDSL and Head of Fernbrook
- Kate Hooper- Hudson – DDSL and Head of Oakfield
- Julie Norris – DDSL and Head of Riverside
- Michelle Claxton - DDSL
- Karen Goldup – Safeguarding Officer & DDSL
- Michelle Shepherd – Safeguarding Officer & DDSL

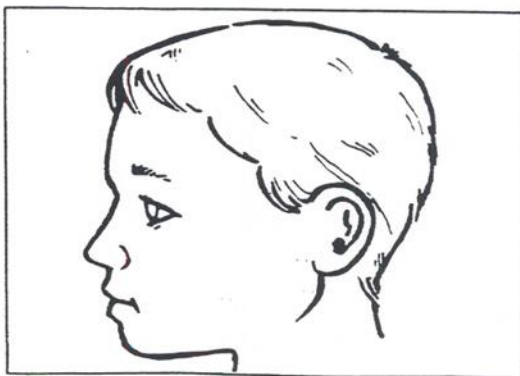
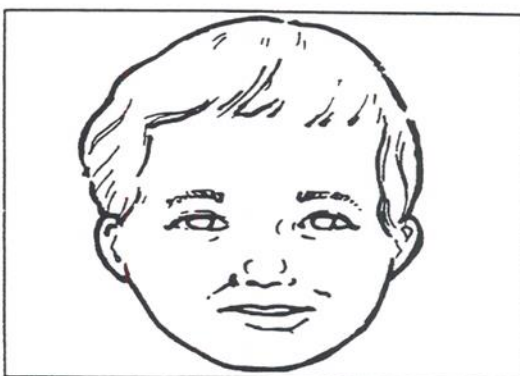
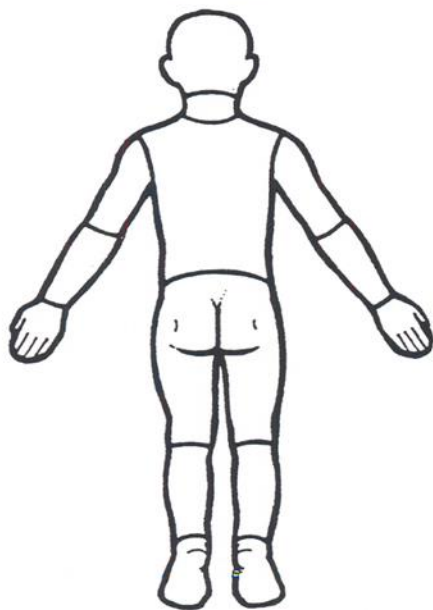
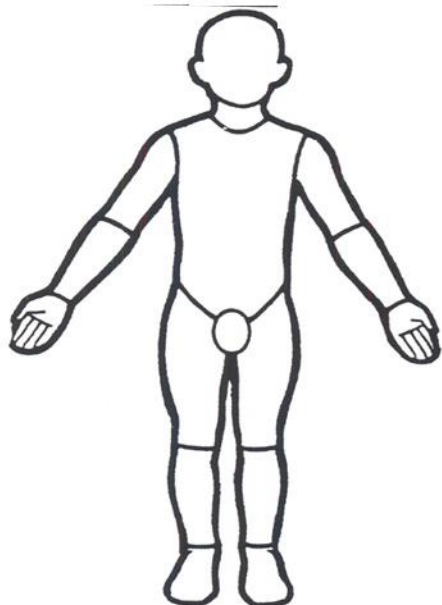
Information Required	Enter Information Here
Full name of child:	
Date of birth:	
Tutor Group:	
Your name and position in the school:	

Information Required	Enter Information Here
<p>Nature of concern/disclosure:</p> <p><i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say (using the child's own words) or do, and what you said.</i></p> <p><i>Ensure if there is an injury this is recorded (size and shape) and the body map (page 4) is completed.</i></p> <p><i>Please state if you have a raised a concern about a similar issue previously.</i></p>	
Time & date of incident:	
Name and position of the person you are passing this information to?	
Your Signature:	
Time and date of form completion:	
Time the form was received by the DSL:	
Action Taken by the DSL:	
Referral made to the attendance team (yes/no, time and date):	

Information Required	Enter Information Here
Referral made to the police (yes/no, time and date):	
Request for Help & Support submitted (yes/no, time and date):	
Contact made with the allocated Social Worker (yes/no, time and date):	
Details of any other completed referrals or external contact (time and date):	
Parent/Carer Informed (yes/no, time and date):	
Feedback given to the child (yes/no, time and date):	
Feedback given to the person who recorded the disclosure (yes/no time and date):	
Further Action Agreed:	
Details uploaded to CPOMS record (yes/no time and date):	
Full Name of DSL:	
Signature of DSL:	
Date of Signature:	

**Body Map**

Clearly indicate where the injury was seen and include within the safeguarding concern form.



### Safeguarding and Child Protection Prompt sheet

This form is intended to be used, alongside the concern/incident form, to support staff with the recording of safeguarding and child protection concerns/incidents.

#### Have you remembered to include:-

1. **what is it that you have seen/heard/noticed which concerns you?** Remember if you have noticed a mark on the pupil, it is really important to complete an attached body map, giving an indication of the shape, size and location of the mark.

Has the child communicated that something is wrong? Verbally? Change in behaviour?

2. **clear and factual information about what you have seen/heard/noticed?** If you have included your opinion in your report, have you made it clear that this is your opinion?

3. **full names of those involved and where possible, reference to staff roles?**

4. **why what you have seen/heard/noticed concerns you?** What are worried will happen if this concern/incident is not responded to?

5. **any actions you have already taken?**

6. **whether you have spoken to parents/carers about the concern/incident?** Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the pupil. If the parent is the alleged perpetrator you must always seek advice from the safeguarding team before speaking to the parent/carer.

## Appendix C

### Safeguarding Reading List – Sept 2023

'Keeping Children Safe In Education' Sept 2023 requires staff to read the following documents:-

Document title
1. The school's safeguarding and child protection policy and procedures (most recent version)
2. Part 1 of Keeping Children Safe In Education (Sept 23 <u>or</u> Annex A ( <i>staff are assigned which of these sections they are required to read by the Head teacher!</i> ))
3. Annex B Keeping Children Safe In Education (Sept 23)
4. Annex C – the role of the Designated Safeguarding Lead and deputy/deputies (KCSIE Sept 23)
5. Staff code of conduct
6. Acceptable use policy (for use of technology and devices)
7. The school's pupil behaviour policy and procedures

#### Additional roles and required reading

Head teachers, Principals and DSLs	<ul style="list-style-type: none"> <li>• Working Together To Safeguard Children KCSIE</li> <li>• – whole document</li> <li>• Children's Social Care National Framework</li> </ul>
Staff with a lead for behaviour	<ul style="list-style-type: none"> <li>• Part 1 and Part 5 of KCSIE</li> <li>• Annex C (in addition to annexes listed on page 1)</li> </ul>
Staff involved in recruitment	<ul style="list-style-type: none"> <li>• Part 1 KCSIE</li> <li>• Annex E (in addition to annexes listed on page 1)</li> </ul>
HR staff involved in recruitment	<ul style="list-style-type: none"> <li>• Part 1 KCSIE</li> <li>• Part 3</li> <li>• Part 4</li> <li>• Annex E (in addition to annexes listed on page 1)</li> </ul>



Staff who have responsibility for IT and online safety

- Part 1 KCSIE
- Part 2

## Appendix D: For school use only

<b>SCHOOL</b>		
<b>DSL</b>	<b>Sally Nichols</b>	<b>01793 828941</b>
<b>Head Teacher</b>	<b>Juliette Baldwin</b>	<b>01793 828941</b>
<b>DDSL / Head of College Fernbrook</b>	<b>Eleanor Hatchett</b>	<b>01793 828941</b>
<b>DDSL / Head of College Oakfield</b>	<b>Kate Hooper</b>	<b>01793 618406</b>
<b>DDSL / Head of College Riverside</b>	<b>Julie Norris</b>	<b>01793 618406</b>
<b>DDSL Associate Lead Medical</b>	<b>Lisa MacDonald</b>	<b>01865 903161</b>
<b>DDSL</b>	<b>Michelle Shepherd</b>	<b>01793 828941</b>
<b>DDSL</b>	<b>Karen Goldup</b>	<b>01793 828941</b>
<b>DDSL</b>	<b>Michelle Claxton</b>	<b>01793 618406</b>

<b>LOCAL AUTHORITY</b>		
<b>Contact Swindon</b>		ContactSwindon@swindon.gov.uk 01793 464646 Out of hours 01793 436699
<b>MASH Education Adviser</b>	Louise Forrester	<a href="mailto:LForrester@swindon.gov.uk">LForrester@swindon.gov.uk</a>
<b>Early Help – Contact Swindon</b>		ContactSwindon@swindon.gov.uk 01793 464646
<b>LADO</b>	Louise Chandler	<a href="mailto:LADO@swindon.gov.uk">LADO@swindon.gov.uk</a>
<b>Lead Safeguarding Adviser</b>	Tanya Westall	<a href="mailto:Twestall@swindon.gov.uk">Twestall@swindon.gov.uk</a> <a href="mailto:SafeguardingEducation@swindon.gov.uk">SafeguardingEducation@swindon.gov.uk</a>

Police		
PCSO	Shelly Gray	<a href="mailto:shelley.gray@wiltshire.police.uk">shelley.gray@wiltshire.police.uk</a>
Prevent		<a href="mailto:Preventreferrals@wiltshire.police.uk">Preventreferrals@wiltshire.police.uk</a>
Police Intel		<a href="https://www.wiltshire.police.uk/partners/partner-services/sharing-information/partner-agency-information-sharing/">https://www.wiltshire.police.uk/partners/partner-services/sharing-information/partner-agency-information-sharing/</a>