



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

SAFEGUARDING POLICY

APPROVAL BY ESCAT TRUSTEES	OCTOBER 2026
SCRUTINY BY LOCAL GOVERNING BODY	SEPTEMBER 2026
DATE LAST REVIEWED	SEPTEMBER 2026
MEMBERS OF STAFF RESPONSIBLE	Mrs Amy Bonnington Head of School Mr Brian Bennett Deputy Head of School and Designated Safeguarding Lead
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity

Opportunity

Table of Contents

Catholic Social Teaching	4
Policy Statement	4
Aims	5
Principles and Values	5
Areas of Safeguarding	5
Definitions	5
Key Personnel	6
Part 1 – High Risk and Emerging Safeguarding Issues	7
1.0 Contextual Safeguarding	7
2.0 Preventing Radicalisation and Extremism	7
3.0 Gender Based Violence / Violence Against Women and Girls	8
4.0 Sexual Violence and Sexual Harassment Between Children	11
5.0 Sexism and Stereotyping	12
6.0 Upskirting	12
7.0 The Trigger Trio	13
8.0 Young Carers	15
9.0 Missing, Exploited and Trafficked Children (MET)	16
10.0 Child Abduction	22
11.0 Returning home from care	22
12.0 Technologies	23
Part 2 – Safeguarding Issues Relating to Individual Pupil Needs	27
1.0 Homelessness	27
2.0 Children and the Court System	27
3.0 Children with Family Members in Prison	27
4.0 Pupils with Medical Conditions (in School)	28
5.0 Pupils with Medical Conditions (out of School)	28
6.0 Special Educational Needs and Disabilities	28
7.0 Intimate and Personal Care	29
8.0 Perplexing presentations (PP) / Fabricated or induced illness (FII)	31
9.0 Mental Health	31
Part 3 – Other Safeguarding Issues that may potentially have an Impact on Pupils	33
1.0 Bullying	33
2.0 Prejudice Based Abuse	33
3.0 Drugs and Substance Misuse	34
4.0 Faith Abuse	34
5.0 Gangs and Youth Violence	34
6.0 Private Fostering	35
7.0 Parenting	35
Part 4 –Safeguarding Processes	36
1.0 Alternative provision	36
2.0 Holding and Sharing Information	36
3.0 Safer Recruitment	36
4.0 Staff Induction	37
5.0 Health and Safety	37
6.0 Site Security	37
7.0 Off site Visits	37
8.0 First Aid	38
9.0 Physical Intervention (use of Reasonable Force)	38
10.0 Taking and the Use and Storage of Images	38
11.0 Transporting Pupils	38
12.0 Disqualification under the Childcare Act	39
13.0 Community Safety Incidents	39
14.0 Use of School Premises for Non-School Activities	39
Annex 1 - Table of Changes	40

Any links to local or national advice and guidance can be accessed via the safeguarding in education webpages: www.hants.gov.uk/educationandlearning/safeguardingchildren/guidance

Links to online specific advice and guidance can be found at
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/online-safety>

Links to other pages from the local authority on safeguarding can be found at
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren>

The procedures of the Hampshire Safeguarding Children Partnership can be accessed at
<http://hipsprocedures.org.uk/page/contents>

This policy should be read alongside the Oaklands Child Protection Policy, Staff Behaviour Policy/Code of Conduct, Behaviour Policy, Attendance procedures, Online Safety/ICT policies, Student Use of Mobile Phones Policy, Whistleblowing Policy, Safer Recruitment procedures and relevant Hampshire Safeguarding Children Partnership procedures.

Catholic Social Teaching

The values of the Edith Stein Catholic Academy Trust commit us to respect the intrinsic dignity of every person. At Oaklands Catholic School and Sixth Form College, safeguarding is integral to our Catholic mission: every child is made in the image and likeness of God and is entitled to safety, dignity, care and the opportunity to flourish. We seek particularly to protect and listen to those who are vulnerable, marginalised or at risk of harm.

“But Jesus called the children to him and said, ‘Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.’”

Luke 18:16

Policy Statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

Oaklands Catholic School and Sixth Form College is an academy within the Edith Stein Catholic Academy Trust (ESCAT). The Local Governing Body provides local scrutiny and challenge within the Trust’s delegated governance arrangements. ESCAT Trustees are ultimately accountable for safeguarding across the Trust’s academies.

- ESCAT expects safeguarding and promoting the welfare of children to be understood as everyone’s responsibility.
- Oaklands will implement this policy consistently with Trust requirements, statutory guidance and local safeguarding arrangements.
- The school and Trust will have regard to Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and other relevant statutory guidance.
- The welfare and best interests of children remain paramount.
- ESCAT requires each academy to maintain safeguarding policies and practice which:
 - meet statutory requirements
 - reflect the requirements of the Local Authority
 - comply with any additional expectations of good practice, determined at Trust level.

Aims

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the school.
- To demonstrate our commitment to protecting children.

Principles and Values

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Safeguarding measures are put in place to minimise harm to children. There may be occasions where gaps or deficiencies in our policies and processes will be highlighted. In these situations, a review will be carried out in order to identify learning and inform the policy, practice and culture of the school.

All pupils in our school can talk to any member of staff about situations, or to share concerns, which are causing them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

In addition, we provide pupils with information about who they can talk to outside of school, both within the community and with local or national organisations that can provide support or help.

As a school, we review this policy at least annually in line with DfE, HSCP, HCC and any other relevant guidance.

Areas of Safeguarding

Keeping Children Safe in Education 2026 and related statutory guidance identify a wide range of safeguarding risks. For ease of use, this policy groups these into emerging or high-risk issues (Part 1), issues relating to individual pupil needs (Part 2), other safeguarding issues that may affect pupils (Part 3), and safeguarding processes connected with the running of the school (Part 4).

Definitions

Within this document:

Safeguarding and promoting the welfare of children means providing help and support as soon as problems emerge; protecting children from maltreatment whether inside or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The term ***Staff*** applies to all adults working for or on behalf of the school, whether paid or unpaid, full-time or part-time, permanent, temporary, supply, agency, trainee, contracted or voluntary. It includes governors and trustees where they are carrying out school functions.

Child refers to anyone who has not yet reached their 18th birthday. At Oaklands this includes pupils and Sixth Form students under 18, and where relevant visiting children and young people from other establishments. Students aged 18 or over in the Sixth Form are not legally children for the purposes of child protection legislation, although the school will continue to respond appropriately to concerns about their welfare and safety.

Parent includes birth parents and other adults in a parenting role, including adoptive parents, step-parents, guardians, foster carers and others with parental responsibility.

Key Personnel

The Designated Safeguarding Lead (DSL) is Mr Brian Bennett, Deputy Head of School. The DSL is based in the Newman Block, and is supported by the following formally designated Deputy Safeguarding Leads:

- | | | |
|--------------------------------------|------------------|-------------------|
| • Mrs Bonnington
(Head of School) | • Mr Neil | • Mrs Moss |
| • Mrs Bradley | • Mrs Cope | • Mrs Chinorwadza |
| • Mr Leath | • Mrs Cunningham | • Dr Colvin |
| • Mr Semple | • Mrs Rowsell | • Mrs Nicholls |
| • Mrs Mitchell | • Mrs Standen | |
| | • Mr Miller | |

Pupils, students and staff can contact the safeguarding team at dsleads@oaklandscatholicschool.org.

The nominated safeguarding governors are Elizabeth Boulton and Judith Hoar; the Chair of Governors is Dr Elizabeth Cluett.

Part 1 – High Risk and Emerging Safeguarding Issues

1.0 Contextual Safeguarding

- 1.1 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside school. Staff, and especially the DSL and deputy safeguarding leads, should consider whether children are at risk of abuse or exploitation outside their families, including within peer groups, the community and online.
- 1.2 Risk and harm outside the home can take many forms, including sexual and criminal exploitation, serious violence, abuse in intimate relationships, trafficking, radicalisation and online harm. These harms may overlap.
- 1.3 The school will consider the wider contexts in which a child lives and spends time, and how those contexts may affect safety, vulnerability, protective factors and the child's ability to disclose or seek help.
- 1.4 The DSL will take account of what life is like for the child at school, at home, in the family, in the community and online when assessing concerns and planning support.

2.0 Preventing Radicalisation and Extremism

- 2.1 The Prevent duty requires staff to be alert to children who may be susceptible to radicalisation or extremist ideology. There is no single profile of a child at risk, and concerns may arise through behaviour, relationships, online activity, changes in presentation or information shared by others.
- 2.2 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods, such as social media or the internet, and at different settings.
- 2.3 As part of the preventative process resilience to radicalisation will be built through the promotion of fundamental British values through the curriculum.
- 2.4 Concerns about radicalisation will be reported to the DSL. Where appropriate, the DSL will use the current Prevent referral route and work with Counter Terrorism Policing, the local authority and Channel arrangements. Immediate risks or suspected offences will be reported to the police.

3.0 Gender Based Violence / Violence Against Women and Girls

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- 3.1 The government has a strategy looking at specific issues faced by women and girls. Within the context of this safeguarding policy the following sections are how we respond to violence against girls: female genital mutilation, virginity testing and hymenoplasty, forced marriage, honour-based violence and teenage relationship abuse all fall under this strategy.

3.2 Female Genital Mutilation (FGM)

- 3.2.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies.
- 3.2.2 The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
- 3.2.3 FGM is illegal in the UK.
- 3.2.4 On the 31 October 2015, it became mandatory for teachers to report known cases of FGM to the police. 'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act. In these situations, the DSL and/or head will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened. **At no time will staff examine pupils to confirm this.**
- 3.2.5 For cases where it is believed that a girl may be vulnerable to FGM or there is a concern that she may be about to be genitally mutilated, the staff will inform the DSL who will report it as with any other child protection concern.
- 3.2.6 While FGM has a specific definition, there are other abusive cultural practices which can be considered harmful to women and girls. Breast ironing is one of five UN defined 'forgotten crimes against women'. It is a practice whereby the breasts of girls typically aged 8-16 are pounded using tools such as spatulas, grinding stones, hot stones, and hammers to delay the appearance of puberty. This practice is considered to be abusive and should be referred to children's social care

3.3 Virginity Testing and Hymenoplasty

- 3.3.1 Staff should be aware that virginity testing and hymenoplasty became illegal in 2022 and that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible. For cases where it is believed that a girl may be vulnerable to virginity testing or hymenoplasty, the staff will inform the DSL who will report it as with any other child protection concern.
- 3.3.2 Virginity testing is any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given.

- 3.3.3 Hymenoplasty is a procedure undertaken to reconstruct a hymen. The aim of the procedure is to ensure that a woman bleeds the next time she has intercourse to give the impression that she has no history of vaginal intercourse.

3.4 **Forced Marriage**

An alternative and fuller summary about the risk and impact of forced marriage on pupils can be found in the [multi-agency guidance of the forced marriage unit](#) page 32- 36.

- 3.4.1 In the case of children: *'a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'* In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the UK are under 18.
- 3.4.2 It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.
- 3.4.3 Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children's social care.
- 3.4.4 Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children's services professionals such as police officers or social workers.

3.4.5 **Characteristics that may indicate forced marriage**

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil's circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

3.5 Honour Based Abuse

- 3.5.1 So-called 'honour'-based abuse (HBA) encompasses 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- 3.5.2 It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour-based abuse might be committed against people who:
- become involved with a boyfriend or girlfriend from a different culture or religion
 - want to get out of an arranged marriage
 - want to get out of a forced marriage
 - wear clothes or take part in activities that might not be considered traditional within a particular culture
 - convert to a different faith from the family
 - are exploring their sexuality or identity
- 3.5.3 Women and girls are the most common victims of honour-based abuse however, it can also affect men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:
- domestic abuse
 - threats of violence
 - sexual or psychological abuse
 - forced marriage
 - being held against your will or taken somewhere you don't want to go
 - assault
- 3.5.4 All forms of honour-based abuse are abusive (regardless of the motivation) and should be handled and escalated as such. If staff believe that a pupil is at risk or has already suffered from honour based abuse, they will report to the DSL who will follow the usual safeguarding referral process; however, if it is clear that a crime has been committed or the pupil is at immediate risk, the police will be contacted in the first instance. It is important that, if honour based abuse is known or suspected, communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

3.6 Teenage Relationship Abuse

- 3.6.1 Relationship abuse can take place at any age and describes unacceptable behaviour between two people who are in a relationship.
- 3.6.2 Research has shown that teenagers do not always understand what may constitute abusive and controlling behaviours, e.g. checking someone's 'phone, telling them what to wear, who they can/can't see or speak to or coercing them to engage in activities they are not comfortable with. The government campaign "disrespect nobody" provides other examples of abusive behaviour within a relationship.
- 3.6.3 This lack of understanding can lead to these abusive behaviours feeling 'normal' and therefore left unchallenged, as they are not recognised as abuse.

- 3.6.4 The school will provide age-appropriate education to help prevent children becoming victims or perpetrators of abusive relationships, including teaching about consent, coercive control, respectful relationships and how to seek help. This work will reflect the statutory Relationships, Sex and Health Education guidance applying from September 2026.
- 3.6.5 If the school has concerns about a child in respect of relationship abuse, it will report those concerns in line with procedures to the appropriate authorities as a safeguarding concern, a crime or both.

4.0 Sexual Violence and Sexual Harassment Between Children

- 4.1 Sexual violence and sexual harassment (SVSH) can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- 4.2 Within our school all staff receive training about sexual violence and sexual harassment and what to do if they have a concern or receive a report. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. This pattern of prevalence will not, however, be an obstacle to ALL concerns being treated seriously.
- 4.3 This school has a zero tolerance approach to SVSH. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be described as 'banter', 'having a laugh' or 'boys being boys'
- 4.4 We will also take seriously any sharing of sexual images (photos, pictures or drawings) and videos; sexual jokes, comments or taunting either in person or on social media; or on-line sexual harassment
- 4.5 The child protection policy has a clear procedure dealing with SVSH.
- 4.6 The school will follow Part Five of Keeping Children Safe in Education 2026 and the Oaklands Child Protection Policy when responding to child-on-child sexual harassment, sexual violence and harmful sexual behaviour. All reports will be taken seriously and will receive a safeguarding response.
- 4.7 We will make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- 4.8 In addition, recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- 4.9 Also challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- 4.10 All staff will maintain the attitude that "It could happen here"

5.0 Sexism and Stereotyping

- 5.1 The statutory Relationships, Sex and Health Education guidance applying from September 2026 emphasises respectful relationships, equality and the need to challenge harmful stereotypes. Safeguarding practice should recognise and challenge sexism, misogyny, misandry and other discriminatory or sexualised behaviour.
- 5.2 Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.
- 5.3 Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers should encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

6.0 Upskirting

- 6.1 In 2019 the Voyeurism Offences Act came into force and made the practice of upskirting illegal.
- 6.2 Upskirting is defined as someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks, with or without underwear. The intent of upskirting is to gain sexual gratification or to cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- 6.3 If staff in the school are made aware that upskirting has occurred, then this will be treated as a sexual offence and reported accordingly to the DSL and onwards to the police.
- 6.4 Behaviours that would be considered as sexual harassment which may be pre-cursors to upskirting, such as the use of reflective surfaces or mirrors to view underwear or genitals will not be tolerated and the school will respond to these with appropriate disciplinary action and education.
- 6.5 Pupils who place themselves in positions that could allow them to view underwear, genitals or buttocks, will be moved on. Repeat offenders will be disciplined. These locations could include stairwells, under upper floor walkways, outside changing areas and toilets or sitting on the floor or laying down in corridors.
- 6.6 If technology that is designed for covert placement and could be used to take upskirting or indecent images is discovered in the school it will be confiscated. If the technology is in location and potentially may have captured images, this will be reported to the police and left in situ so that appropriate forensic measures can be taken to gather evidence.
- 6.7 Any confiscated technology will be passed to the headteacher to make a decision about what happens to the items. This will be carried out under the principles set out in the government guidance on [searching, screening and confiscation](#).
- 6.8 If the image is taken on a mobile phone, the phone will be confiscated under the same principles. This may need to be passed to the police for them to investigate, if there is evidence that a crime has been committed.

7.0 The Trigger Trio

- 7.1 Domestic abuse, parental mental ill-health and substance misuse can occur separately or together and may increase risk for children. The presence of any one factor does not in itself establish that a child is unsafe; staff must consider the impact on the individual child and family.
- 7.2 Where concerns are present, staff should remain professionally curious, consider cumulative and overlapping harm, and share safeguarding concerns without waiting for a situation to reach crisis point.
- 7.3 Assessment and support should consider both risk and protective factors, the child's wishes and feelings, and whether Family Help or statutory intervention is required.

7.4 Domestic Abuse

- 7.4.1 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"
- 7.4.2 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.
- 7.4.3 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.
- 7.4.4 Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.
- 7.4.5 Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

7.4.6 Indicators that a child is living within a relationship with domestic abuse may include:

- being withdrawn
- suddenly behaving differently
- anxiety
- being clingy
- depression
- aggression
- problems sleeping
- eating disorders
- bed wetting
- soiling clothes
- excessive risk taking
- missing school
- changes in eating habits
- obsessive behaviour
- experiencing nightmares
- taking drugs
- use of alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

7.4.7 If staff believe that a child is experiencing or affected by domestic abuse, the concern will be reported to the DSL and appropriate safeguarding, Family Help or statutory action will be considered. Children are recognised as victims in their own right where they see, hear or experience the effects of domestic abuse.

7.4.8 The school will act on information received through Operation Encompass and other lawful information-sharing routes, ensuring that affected children receive appropriate support and that information is handled on a need-to-know basis.

7.5 Parental Mental Health

7.5.1 The term 'mental ill health' is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

7.5.2 For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- The child's physical and emotional needs being neglected
- The child acting as a young carer for a parent or a sibling
- The child having restricted social and recreational activities
- The child finds it difficult to concentrate, potentially having an impact on educational achievement
- The child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- The child adopting paranoid or suspicious behaviour as they believe their parent's delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

- 7.5.3 If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

7.6 Parental Substance Misuse

- 7.6.1 Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.
- 7.6.2 Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.
- 7.6.3 For children the impact of parental substance misuse can include:
- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
 - Lack of engagement or interest from parents in their development, education or wellbeing
 - Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
 - Bullying (including due to poor physical appearance)
 - Isolation – finding it hard to socialise, make friends or invite them home
 - Tiredness or lack of concentration
 - Child talking of or bringing into school drugs or related paraphernalia
 - Injuries /accidents (due to inadequate adult supervision)
 - Taking on a caring role
 - Continued poor academic performance including difficulties completing homework on time
 - Poor attendance or late arrival.
- These behaviours themselves do not indicate that a child's parent is misusing substances, but should be considered as indicators that this may be the case.
- 7.6.4 If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to children's social care to be considered.

8.0 Young Carers

- 8.1 As many as 1 in 12 children and young people provide care for another person. This could be a parent, a relative or a sibling and for different reasons such as disability, chronic illness, mental health needs, or adults who are misusing drugs or alcohol.
- 8.2 Pupils who provide care for another are Young Carers. These young people can miss out on opportunities, and the requirement to provide care can impact on school attendance or punctuality, limit time for homework, leisure activities and social time with friends.
- 8.3 Where a child has caring responsibilities, the school will consider what support is needed, including whether a young carer's assessment, community-based Early Help or Family Help is appropriate. Caring responsibilities should be considered where they affect attendance, punctuality, wellbeing or educational outcomes.

9.0 Missing, Exploited and Trafficked Children (MET)

9.1 Within Hampshire, the acronym MET is used to identify all children who are missing; believed to be at risk of or being exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all these issues, so that overlap of risk is not missed.

9.2 Children Absent from Education

9.2.1 All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities.

9.2.2 This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may 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.

9.2.3 Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

9.2.4 DSL's and staff should consider:

a) Missing lessons:

- Are there patterns in the lessons that are being missed?
- Is this more than avoidance of a subject or a teacher?
- Does the child remain on the school site or are they absent from the site?
- Is the child being exploited during this time?
- Are they late because of a caring responsibility?
- Have they been directly or indirectly affected by substance misuse?
- Are other pupils routinely missing the same lessons and does this raise other risks or concerns such as SVSH between pupils, exploitation, gang behaviour or substance misuse?
- Is the lesson being missed one that would cause bruising or injuries to become visible?

b) Single missing days:

- Is there a pattern in the day missed?
- Is it before or after the weekend suggesting the child is away from the area?
- Are there specific lessons or members of staff on these days?
- Is the parent informing the school of the absence on the day?
- Are missing days reported back to parents to confirm their awareness?
- Is the child being sexually exploited during this day?
- Do the parents appear to be aware and are they condoning the behaviour?
- Are the pupil's peers making comments or suggestions as to where the pupil is at?
- Can the parent be contacted and made aware?

c) Continuous missing days:

- Has the school been able to make contact with the parent?
- Is medical evidence being provided?
- Are siblings attending school (either our or local schools)?
- Did we have any concerns about radicalisation, FGM, forced marriage, honour-based violence, sexual exploitation?
- Have we had any concerns about physical or sexual abuse?
- Does the parent have any known medical needs?
- Is the child safe?

- 9.2.5 The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children's social care, or both.

9.3 Children Missing from Home or Care

- 9.3.1 It is known that children who go missing are at risk of suffering significant harm and there are specific risks around children running away and the risk of sexual exploitation.
- 9.3.2 The Hampshire Police Force, as the lead agency for investigating and finding missing children, will respond to children going missing based on on-going risk assessments in line with current guidance.
- 9.3.3 The police definition of 'missing' is: "Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed".
- 9.3.4 Various categories of risk should be considered and Hampshire Local Safeguarding Children's Partnership provides further guidance:

Local authorities have safeguarding duties in relation to children missing from home and should work with the police to risk assess and analyse data for patterns that indicate particular concerns and risks.

The police will prioritise all incidents of missing children as medium or high risk. Where a child is recorded as being absent, the details will be recorded by the police, who will also agree review times and any on-going actions with person reporting.

A missing child incident would be prioritised as 'high risk' where:

- *the risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or*
- *the child may have been the victim of a serious crime; or*
- *the risk posed is immediate and there are substantial grounds for believing that the public is in danger.*

The high-risk category requires the immediate deployment of police resources.

Authorities need to be alert to the risk of sexual exploitation or involvement in drugs, gangs or criminal activity, trafficking and aware of local "hot spots" as well as concerns about any individuals with whom children run away.

Child protection procedures must be initiated in collaboration with children's social care services whenever there are concerns that a child who is missing may be suffering, or likely to suffer, significant harm.

- 9.3.5 Within any case of children who are missing both push and pull factors will need to be considered.
- 9.3.6 Push factors include:
- Conflict with parents/carers
 - Feeling powerless
 - Being bullied/abused
 - Being unhappy/not being listened to
 - The Trigger Trio
- 9.3.7 Pull factors include:
- Wanting to be with family/friends
 - Drugs, money and any exchangeable item
 - Peer pressure
 - For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker.

- 9.3.8 As a school we will inform all parents of children who are absent (unless the parent has informed us). If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them or do so ourselves with urgency.

9.4 **Child Sexual Exploitation (CSE)**

- 9.4.1 CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside 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.
- 9.4.2 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- 9.4.3 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 e.g. they believe they are in a genuine romantic relationship. (from KCSiE)
- Exploitation can be isolated (one-on-one) or organised group/criminal activity
 - There can be a big age gap between victim and perpetrator, but it can also be peer-on-peer
 - Boys can be targeted just as easily as girls – this is not gender specific
 - Perpetrators can be women and not just men
 - Exploitation can be between males and females or between the same genders
 - Children with learning difficulties can be particularly vulnerable to exploitation as can children from particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who go missing from home or school, children involved in crime, children with parents/carers who have mental health problems, learning difficulties/other issues, children who associate with other children involved in exploitation. However, it is important to recognise that any child can be targeted
- 9.4.4 Indicators a child may be at risk of CSE include:
- going missing for periods of time or regularly coming home late;
 - regularly missing school or education or not taking part in education;
 - appearing with unexplained gifts or new possessions;
 - associating with other young people involved in exploitation;
 - having older boyfriends or girlfriends;
 - suffering from sexually transmitted infections or becomes pregnant;
 - mood swings or changes in emotional wellbeing;
 - drug and alcohol misuse;
 - displaying inappropriate sexualised behaviour
- 9.4.5 CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.
- 9.4.6 CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

- 9.4.7 We educate all staff in the signs and indicators of sexual exploitation. Children who have been exploited will need additional support to help maintain them in education. We use the child exploitation risk assessment form (CERAF) and associated guidance from the Hampshire Safeguarding Children Partnership to identify pupils who are at risk; the DSL will share this information as appropriate with children's social care.
- 9.4.8 We recognise that we may have information or intelligence that could be used to both protect children and prevent risk. Any relevant information that we have will be shared on the community partnership information (CPI) form which can be downloaded from <https://www.safe4me.co.uk/portfolio/sharing-information/>

9.5 Child Criminal Exploitation (including county lines)

- 9.5.1 Child Criminal Exploitation is defined as:- *'where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can occur through the use of technology'*
- 9.5.2 The exploitation of children and young people for crime is not a new phenomenon as evidenced by Fagan's gang in Charles Dickens book, Oliver Twist. Children under the age of criminal responsibility, or young people who have increased vulnerability due to push/pull factors who are manipulated, coerced or forced into criminal activity provide opportunity for criminals to distance themselves from crime.
- 9.5.3 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- 9.5.4 A current trend in criminal exploitation of children and young people are 'county lines' which refer to a 'phone line through which drug deals can be made. An order is placed on the number and typically a young person will deliver the drugs to the specified address and collect the money for the deal. These lines are owned and managed by organised crime gangs, often from larger cities, who are expanding their markets into rural areas.
- 9.5.5 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.
- 9.5.6 Indicators that a child may be criminally exploited include:
- Increase in **Missing episodes** – particularly key as children can be missing for days and drug run in other Counties
 - Having unexplained amounts of money, **new high cost items** and multiple mobile phones
 - Increased social media and phone/text use, almost always secretly
 - **Older males** in particular seen to be hanging around and driving
 - Having injuries that are unexplained and unwilling to be looked at
 - Increase in **aggression, violence and fighting**
 - Carrying **weapons** – knives, baseball bats, hammers, acid
 - Travel receipts that are unexplained
 - **Significant missing** from education and disengaging from previous positive peer groups

- Association with other young people involved in exploitation
- Children who misuse drugs and alcohol
- Parent concerns and significant changes in behaviour that affect emotional wellbeing

9.5.7 The school will treat a child who may be criminally exploited as a victim in the first instance. The DSL will use current Hampshire child exploitation risk-assessment and referral arrangements and will consider children's social care and police referrals as appropriate. Children who have been exploited may require additional support to remain safely engaged in education.

9.5.8 If there is information or intelligence about child criminal exploitation, we will report this to the police via the community partnership information form.
<https://www.safe4me.co.uk/portfolio/sharing-information/>

9.6 Serious Violence

9.6.1 Serious violence may be linked to criminal exploitation, gangs, peer conflict or other forms of harm. Staff should be alert to changes in attendance, friendships, behaviour, wellbeing, educational performance, injuries, unexplained possessions and concerns involving weapons.

9.6.2 All staff will be made aware of indicators, which may signal that pupils, or members of their families, are at risk from or involved with serious violent crime.

9.6.3 These indications can include but are not limited to: increased absence from school; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm; significant change in wellbeing; signs of assault; unexplained injuries; unexplained gifts and/or new possessions; possession of weapons.

9.6.4 Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

9.6.5 Advice for staff can be found in the Home Office's [Preventing youth violence and gang involvement](#)

9.6.6 We have a duty to not only prevent the individual from engaging in criminal activity, but also to safeguard others who may be harmed by their actions.

9.6.7 We will report concerns of serious violence to police and social care.

9.6.8 If there is information or intelligence about potential serious violence, we will report this to the police via the community partnership information form.
<https://www.safe4me.co.uk/portfolio/sharing-information/>

9.7 Trafficked Children and Modern Slavery

9.7.1 Modern slavery encompasses human trafficking, slavery, servitude and forced or compulsory labour. Exploitation can include sexual exploitation, forced labour, domestic servitude, forced criminality and other forms of coercion. Children who are victims may not recognise themselves as exploited and may be criminalised for activity carried out under coercion.

9.7.2 Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud
- For the purpose of exploitation

- 9.7.3 Any child transported for exploitative reasons is considered to be a trafficking victim.
- 9.7.4 There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.
- 9.7.5 There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy
 - Has a history with missing links and unexplained moves
 - Is required to earn a minimum amount of money every day
 - Works in various locations
 - Has limited freedom of movement
 - Appears to be missing for periods
 - Is known to beg for money
 - Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good
 - Is one among a number of unrelated children found at one address
 - Has not been registered with or attended a GP practice
 - Is excessively afraid of being deported.
- 9.7.6 For those children who are internally trafficked within the UK indicators include:
- Physical symptoms (bruising indicating either physical or sexual assault)
 - Prevalence of a sexually transmitted infection or unwanted pregnancy
 - Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation
 - Evidence of drug, alcohol or substance misuse
 - Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
 - Relationship with a significantly older partner
 - Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding
 - Persistently missing, staying out overnight or returning late with no plausible explanation
 - Returning after having been missing, looking well cared for despite having not been at home
 - Having keys to premises other than those known about
 - Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity
 - Truancy / disengagement with education
 - Entering or leaving vehicles driven by unknown adults
 - Going missing and being found in areas where the child or young person has no known links; and/or
 - Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.
- 9.7.7 These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.
- 9.7.8 When considering modern slavery, there is a perception that this is taking place overseas. The government estimates that tens of thousands of slaves are in the UK today.

- 9.7.9 Young people being forced to work in restaurants, nail bars, car washes and harvesting fruit, vegetables or other foods have all been slaves 'hiding in plain sight' within the UK and rescued from slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been rescued within the UK.
- 9.7.10 If staff believe that a child may be trafficked, exploited or a victim of modern slavery, they will report this immediately to the DSL. Child protection procedures will be followed and the DSL will consider children's social care, police and National Referral Mechanism processes as appropriate.

10.0 Child Abduction

- 10.1 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Further information is available at: www.actionagainstabduction.org
- 10.2 When we consider who is abducted and who abducts
- Nearly three-quarters of children abducted abroad by a parent are aged between 0 and 6 years-old
 - Roughly equal numbers are boys and girls
 - Two-thirds of children are from minority ethnic groups.
 - 70% of abductors are mothers. The vast majority have primary care or joint primary care for the child abducted.
 - Many abductions occur during school holidays when a child is not returned following a visit to the parent's home country (so-called 'wrongful retentions')
- 10.3 If we become aware of an abduction we will follow the HIPS procedure and contact the police and Children's Social Care (if they are not already aware).
- 10.4 If we are made aware of a potential risk of abduction we will seek advice and support from police and Children's Social Care to confirm that they are aware and seek clarity on what actions we are able to take.

11.0 Returning home from care

- 11.1 When children are taken into care, consideration may be given in the future to those children being returned to the care of their parents, or one of their parents. Other children are placed in care on a voluntary basis by the parents and they are able to remove their voluntary consent.
- 11.2 While this is a positive experience for many children who have returned to their families, for some there are different challenges and stresses in this process.
- 11.3 As a school, if we are aware of one of our children who is looked after is returning to their home, we will consider what support we can offer and ensure as a minimum that the child has a person, that they trust, who they can talk to or share their concerns with.

12.0 Technologies

12.1 Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

12.2 The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, extreme violence, misinformation, disinformation and conspiracy theories;
- contact: being subjected to harmful interaction with other users or services, including grooming, exploitation, peer pressure, financial or criminal targeting, and interaction with generative AI applications or chatbots that simulate human relationships;
- conduct: personal online behaviour that increases the likelihood of, or causes, harm, including bullying, coercion, sexual harassment, and making, sending or receiving explicit images, including images generated or altered using artificial intelligence; and
- commerce: risks such as online gambling, inappropriate advertising, phishing, scams and other forms of financial exploitation.

12.3 Online Safety and Social Media

12.3.1 With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint
- accessing and generating inappropriate content
- misinformation, disinformation (including fake news), conspiracy theories
- generative artificial intelligence.

12.3.2 The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, website
- Oaklands will support online-safety awareness through Personal Development, ICT/computing, tutor and assembly activity, parent/carers communication and the wider Oaklands Way.
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and/or publications

12.3.3 The school will ensure that appropriate filtering and monitoring systems are in place on school devices and networks. Their effectiveness will be reviewed at least annually by the senior leader responsible for filtering and monitoring, with support from the DSL and technical staff. Staff training will include relevant filtering and monitoring responsibilities, and staff will know how to report concerns or over-blocking.

- 12.3.4 The school will maintain appropriate information-security and access-management arrangements and review them in response to evolving cyber-security, online-safety and generative-AI risks. Safeguarding, data protection and educational access will be considered together when systems are configured.
- 12.3.5 Where generative AI is used, the school will consider risks including inappropriate content, bias, impersonation and deepfakes, grooming, disclosure of personal data, harmful advice and the creation or alteration of indecent images. Staff and pupils will be supported to use AI safely and responsibly.
- 12.3.6 Mobile phones and personal devices can create safeguarding risks including access to harmful content, filming or photographing others without consent, bullying, harassment, sexual image-sharing and distraction from supervision. Schools should be mobile-phone-free by default during the school day, subject to appropriate exceptions.
- 12.3.7 At Oaklands, mobile phone arrangements are set out in the Student Use of Mobile Phones Policy. Safeguarding exceptions, confiscation concerns or incidents involving harmful content must be referred to the DSL where appropriate.

12.4 Cyberbullying

- 12.4.1 Central to the school's anti-bullying policy is the principle that *'bullying is always unacceptable'* and that *'all pupils have a right not to be bullied'*.
- 12.4.2 The school also recognises that it must take note of bullying perpetrated outside school which has an impact within the school; therefore once aware we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.
- 12.4.3 Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.'
- 12.4.4 By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile 'phones
 - The use of mobile 'phone cameras to cause distress, fear or humiliation
 - Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
 - Using e-mail to message others
 - Hijacking/cloning e-mail accounts
 - Making threatening, abusive, defamatory or humiliating remarks in on-line forums
- 12.4.5 Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites.
- 12.4.6 Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- 12.4.7 The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- 12.4.8 If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or is required to do so.

12.5 Sharing Nudes and Semi-Nudes

- 12.5.1 The making or sharing of nude or semi-nude images or videos by children is a safeguarding issue. Incidents may be consensual or non-consensual and may involve coercion, exploitation, onward sharing, AI-generated or altered images, or adult involvement.
- 12.5.2 All incidents will receive a safeguarding response. Staff must not view, copy, print, share or save imagery unless specifically directed by the DSL in accordance with national guidance, and should never ask a child to send imagery to them.
- 12.5.3 The school will use age-appropriate education to address pressure, consent, image-sharing, reporting and online safety. Parents and carers will be signposted to appropriate advice and support.

12.6 Online Sexual Abuse

As a school we will:

- **Report** to the police, CEOP or any other relevant body any on-line sexual abuse or harmful content we are made aware of. This could include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery. We will seek guidance from the NPCC '[when to call the police](#)' document and the internet watch foundations '[report harmful content](#)' website
- **Educate** to raise awareness of what on-line sexual abuse is, how it can happen, how to limit the impact and what to do if you become aware of it.
- **Support** victims of on-line abuse within the school community

12.7 Gaming

Online gaming is an activity in which the majority of children and many adults get involved. The school will raise awareness:

- By talking to parents and carers about the games their children play and help them identify whether they are appropriate
- By supporting parents in identifying the most effective way to safeguard their children by using parental controls and child safety mode
- By talking to parents about setting boundaries and time limits when games are played
- By highlighting relevant resources.

12.8 Online Reputation

Online reputation is the opinion others get of a person when they encounter them on-line. It is formed by posts, photos that have been uploaded and comments made by others on people's profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organisations and work establishments now check digital footprint before considering applications for positions or places on courses.

12.9 Grooming

- 12.9.1 On-line grooming is the process by which one person with an inappropriate sexual interest in children will approach a child on-line, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.
- 12.9.2 The school will build awareness amongst children and parents about ensuring that the child:
- Only has friends on-line that they know in real life
 - Is aware that if they communicate with somebody that they have met on-line, that relationship should stay on-line.

12.9.3 That the school will support parents to:

- Recognise the signs of grooming
- Have regular conversations with their children about on-line activity and how to stay safe on-line

12.9.4 The school will raise awareness by:

- Running sessions for parents
- Include awareness around grooming as part of their curriculum
- Identifying with parents and children how they can be safeguarded against grooming.

12.9.5 Additionally to being targeted for sexual motivations, some young people are also groomed online for exploitation or radicalisation. While the drivers and objectives are different, the actual process is broadly similar to radicalisation, with the exploitation of a person's vulnerability usually being the critical factor. Those who are targeted are often offered something ideological, such as an eternal spiritual reward, or sometimes something physical, such as an economic incentive, that will make them 'feel better' about themselves or their situation.

12.9.6 Anyone can be at risk. Age, social standing and education do not necessarily matter as much as we previously thought, and we have seen all kinds of people become radicalised, from young men and women with learning difficulties to adults in well-respected professions. What is clear is that, the more vulnerable the person, the easier it is to influence their way of thinking.

12.9.7 Signs of grooming can include:

- isolating themselves from family and friends;
- becoming secretive and not wanting to talk or discuss their views;
- closing computers down when others are around;
- refusing to say who they are talking to; using technology such as anonymous browsing to hide their activity; and
- sudden changes in mood, such as becoming angry or disrespectful.

12.9.8 Of course, none of these behaviours necessarily mean someone is being radicalised and, when displayed, could be a symptom of bullying or other emotional issues.

Part 2 – Safeguarding Issues Relating to Individual Pupil Needs

1.0 Homelessness

- 1.1 As a school we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The impact of losing a place of safety and security can affect a child's behaviour and attachments.
- 1.2 The school will promote timely links with the local housing authority where homelessness or temporary accommodation creates welfare concerns. Staff should be aware that housing action does not replace safeguarding action, and concerns about harm must still be referred through child protection procedures.
- 1.3 We recognise that whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

2.0 Children and the Court System

- 2.1 As a school we recognise that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. We know that this can be a stressful experience and therefore the school will aim to support children through this process.
- 2.2 Along with pastoral support, the school will use age-appropriate materials published by HM Courts and Tribunals Services (2017) that explain to children what it means to be a witness, how to give evidence and the help they can access. [Improving support for children going to court as well as witnesses](#)
- 2.3 We recognise that making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. This school will support children going through this process.
- 2.4 Alongside pastoral support this school will use online materials published by The Ministry of Justice (2018) which offers children information and advice on the dispute resolution service.
- 2.5 These materials will also be offered to parents and carers if appropriate.

3.0 Children with Family Members in Prison

- 3.1 Children who have a family member in prison are at greater risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- 3.2 This school aims to:-
 - 3.2.1 Understand and Respect the Child's Wishes
We will respect the child's wishes about sharing information. If other children become aware the school will be vigilant to potential bullying or harassment
 - 3.2.2 Keep as Much Contact as Possible with the Parent and Caregiver
We will maintain good links with the remaining caregiver in order to foresee and manage any developing problems. Following discussions, we will develop appropriate systems for keeping the imprisoned caregiver updates about their child's education.

3.2.3 Be Sensitive in Lessons

This school will consider the needs of any child with an imprisoned parent during lesson planning.

3.2.4 Provide Extra Support

We recognise that having a parent in prison can attach a real stigma to a child, particularly if the crime is known and particularly serious. We will provide support and mentoring to help a child work through their feelings on the issue.

- 3.3 Alongside pastoral care the school will use the resources provided by the National Information Centre on Children of Offenders in order to support and mentor children in these circumstances.

4.0 Pupils with Medical Conditions (in School)

- 4.1 There is a separate policy and procedure outlining the school's position on this available on the website.
- 4.2 As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition.
- 4.3 All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.
- 4.4 An individual healthcare plan may be put in place to support the child and their medical needs.

5.0 Pupils with Medical Conditions (out of School)

- 5.1 There will be occasions when children are temporarily unable to attend our school on a full-time basis because of their medical needs. These children and young people are likely to be:
- children and young people suffering from long-term illnesses
 - children and young people with long-term post-operative or post-injury recovery periods
 - children and young people with long-term mental health problems (emotionally vulnerable).
- 5.2 Where it is clear that an absence will be for more than 15 continuous school days the Education and Inclusion branch of Children's Services will be contacted to support with the pupil's education.

6.0 Special Educational Needs and Disabilities

- 6.1 Children who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. These can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - The potential for a disproportionate impact on children with SEND, for example by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in overcoming these barriers
 - Have fewer outside contacts than other children
 - Receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
 - Have an impaired capacity to resist or avoid abuse
 - Have communication difficulties that may make it difficult to tell others what is happening
 - Be inhibited about complaining for fear of losing services

- Be especially vulnerable to bullying and intimidation
- Be more vulnerable than other children to abuse by their peers.

- 6.2 At Oaklands, support for children with SEND is coordinated through the SENCO and relevant pastoral and safeguarding staff. Where appropriate, this may include support through St Christopher and liaison with Sixth Form SEN and pastoral staff. As a school, we will respond to this by:
- Making it common practice to enable disabled children to make their wishes and feelings known in respect of their care and treatment
 - Ensuring that disabled children receive appropriate personal, health and social education (including sex education)
 - Making sure that all disabled children know how to raise concerns and give them access to a range of adults with whom they can communicate. This could mean using interpreters and facilitators who are skilled in using the child's preferred method of communication
 - Recognising and utilising key sources of support including staff in schools, friends and family members where appropriate
 - Developing the safe support services that families want, and a culture of openness and joint working with parents and carers on the part of services
 - Ensuring that guidance on good practice is in place and being followed in relation to: intimate care; working with children of the opposite sex; managing behaviour that challenges families and services; issues around consent to treatment; anti-bullying and inclusion strategies; sexuality and safe sexual behaviour among young people; monitoring and challenging placement arrangements for young people living away from home.

7.0 Intimate and Personal Care

- 7.1 'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. The Intimate Care tasks specifically identified as relevant include:
- Dressing and undressing (underwear)
 - Helping someone use the toilet
 - Changing continence pads (faeces/urine)
 - Bathing / showering
 - Washing intimate parts of the body
 - Changing sanitary wear
 - Inserting suppositories
 - Giving enemas
 - Inserting and monitoring pessaries.
- 7.2 'Personal Care' involves touching another person, although the nature of this touching is more socially acceptable. These tasks do not invade conventional personal, private or social space to the same extent as Intimate Care.
- 7.3 Those Personal Care tasks specifically identified as relevant here include:
- Skin care/applying external medication
 - Feeding
 - Administering oral medication
 - Hair care
 - Dressing and undressing (clothing)
 - Washing non-intimate body parts
 - Prompting to go to the toilet.
- 7.4 Personal Care encompasses those areas of physical and medical care that most people carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting.

7.5 Where Intimate Care is required we will follow the following principles:

- a) **Involve the child in the intimate care**
Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and give choices where possible. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.
- b) **Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.**
Staff can administer intimate care alone however we will be aware of the potential safeguarding issues for the child and member of staff. Care should be taken to ensure adequate supervision primarily to safeguard the child but also to protect the staff member from potential risk.
- c) **Be aware of your own limitations**
Only carry out activities you understand and with which you feel competent. If in doubt, ASK. Some procedures must only be carried out by members of staff who have been formally trained and assessed.
- d) **Promote positive self-esteem and body image**
Confident, self-assured children who feel their body belongs to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.
- e) **If you have any concerns you must report them.**
If you observe any unusual markings, discolouration or swelling, report it immediately to the designated practitioner for child protection.
If a child is accidentally hurt during the intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the DSL. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's child protection record.
- f) **Helping through communication**
There is careful communication with each child who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc.) to discuss the child's needs and preferences. The child is aware of each procedure that is carried out and the reasons for it.

g) **Support to achieve the highest level of autonomy**

As a basic principle children will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for themselves as they can. This may mean, for example, giving the child responsibility for washing themselves. Individual intimate care plans will be drawn up for particular children as appropriate to suit the circumstances of the child. These plans include a full risk assessment to address issues such as moving and handling, personal safety of the child and the carer and health.

Further information from the DfE can be found:

- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/supporting-pupils-with-medical-conditions-at-school)
- Hampshire SENDIASS: [Hampshire \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)
- [Mencap](https://www.mencap.org.uk) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

8.0 Perplexing presentations (PP) / Fabricated or induced illness (FII)

- 8.1 The Royal College of Paediatrics and Child Health have added the term “Perplexing presentations” to the guidance around FII.
- 8.2 Perplexing Presentations (PP) has been introduced to describe those situations where there are indicators of possible FII which have not caused or brought on any actual significant harm.
- 8.3 It is important to highlight any potential discrepancies between reports, presentations of the child and independent observations of the child. What is key to note are implausible descriptions and/or unexplained findings and/or parental behaviour.
- 8.4 There are three main ways that a parent/carers could fabricate or induce illness in a child. These are not mutually exclusive and include:
- fabrication of signs and symptoms. This may include fabrication of past medical history
 - fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
 - induction of illness by a variety of means.
- 8.5 If we are concerned that a child may be suffering from fabricated or induced illness, we will follow the HIPS protocol and inform children’s social care.

9.0 Mental Health

- 9.1 Form tutors and class teachers see their pupil’s day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.
- 9.2 All staff should be aware 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. Safeguarding concerns may include self-harm, eating disorders, suicidal ideation or risk of suicide.

- 9.3 The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils' lives. These include:
- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted
 - **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form
 - **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.
- 9.4 When concerns are identified, staff will provide or secure appropriate support and will consider the role of parents and carers. Parents will normally be involved where this is safe and appropriate, but staff must not delay safeguarding action or share information where doing so could increase risk.
At Oaklands, school-based support may include the pastoral system, St Christopher support, SEND provision and Sixth Form support. School-based support does not replace referral to health, social care, police or other specialist services where these are required.
- 9.5 Where needs require additional professional support, referrals will be made to the appropriate service in accordance with current referral routes and consent requirements. If there is immediate risk to life or safety, emergency action will be taken.
- 9.6 If staff have a mental health concern about a child that is also a safeguarding concern, they must take immediate action and report it to the DSL or a formally designated deputy safeguarding lead.

Part 3 – Other Safeguarding Issues that may potentially have an Impact on Pupils

1.0 Bullying

- 1.1 The school has a separate Anti-Bullying Policy that can be found on the school website.

2.0 Prejudice Based Abuse

- 2.1 Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:
- Disability
 - Race
 - Religion
 - Gender identity
 - Sexual orientation
- 2.2 Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.
- 2.3 This can be evidenced by:
- threatened or actual physical assault
 - derogatory name calling, insults, for example racist jokes or homophobic language
 - hate graffiti (e.g. on school furniture, walls or books)
 - provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
 - distributing literature that may be offensive in relation to a protected characteristic
 - verbal abuse
 - inciting hatred or bullying against pupils who share a protected characteristic
 - prejudiced or hostile comments in the course of discussions within lessons
 - teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
 - refusal to co-operate with others because of their protected characteristic, whether real or perceived
 - expressions of prejudice calculated to offend or influence the behaviour of others
 - attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.
- 2.4 As a school we will respond by:
- The school will challenge racism, antisemitism, anti-Muslim hatred, sexism, misogyny, misandry, homophobia, biphobia, transphobia, disability-related abuse and other discriminatory behaviour, and will consider whether incidents also raise safeguarding, radicalisation or child-on-child abuse concerns.
 - clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school
 - taking preventative action to reduce the likelihood of such incidents occurring
 - recognising the wider implications of such incidents for the school and local community
 - providing reports of these incidents to the Governing Body
 - ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes
 - dealing with perpetrators of prejudice based abuse effectively
 - supporting victims of prejudice based incidents and hate crimes
 - ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again

3.0 Drugs and Substance Misuse

- 3.1 The school works to a separate Drugs Education Policy that can be found on the website.

4.0 Faith Abuse

- 4.1 The number of known cases of child abuse linked to accusations of 'possession' or 'witchcraft' is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.
- 4.2 Such abuse generally occurs when a carer views a child as being 'different', attributes this difference to the child being 'possessed' or involved in 'witchcraft' and attempts to exorcise him or her.
- 4.3 A child could be viewed as 'different' for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child.
- 4.4 There are various social reasons that make a child more vulnerable to an accusation of 'possession' or 'witchcraft'. These include family stress and/or a change in the family structure.
- 4.5 The attempt to 'exorcise' may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.
- 4.6 If the school becomes aware of a child who is being abused in this context, the DSL will follow the normal referral route in to children's social care.

5.0 Gangs and Youth Violence

- 5.1 The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.
- 5.2 As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.
- 5.3 Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.
- 5.4 As a school we will:
- develop skills and knowledge to resolve conflict as part of the curriculum
 - challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
 - understand risks for specific groups, including those that are gender-based, and target interventions
 - safeguard, and specifically organise child protection, when needed
 - make referrals to appropriate external agencies
 - carefully manage individual transitions between educational establishments especially into Pupil Referral Units (PRUs) or alternative provision
 - work with local partners to prevent anti-social behaviour or crime.

6.0 Private Fostering

- 6.1 Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.
- 6.2 It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.
- 6.3 The Law requires that the carers and parents must notify the Children's Services Department of any private fostering arrangement.
- 6.4 If the school becomes aware that a pupil is being privately fostered we will inform the Children's Services Department and inform both parents and carers that we have done so.

7.0 Parenting

- 7.1 All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).
- 7.2 Some children have medical conditions and/or needs e.g. Tourette's Syndrome, some conditions associated with autism or ADHD that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.
- 7.3 Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.
- 7.4 Where families are struggling, timely support can improve outcomes and prevent needs escalating. The school will consider universal services, community-based Early Help and Family Help in line with current local thresholds and arrangements.
- 7.5 As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:
 - providing details of community based parenting courses
 - linking to web based parenting resources
 - referring to the school parenting worker/home school link worker (where available)
 - discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using evidence based parenting programmes)
 - signposting to support services
 - Considering community-based Early Help or Family Help where appropriate

Where concerns indicate that a child has been harmed, is at risk of harm or may be in immediate danger, support for parents will not delay referral to children's social care or police.

Part 4 –Safeguarding Processes

1.0 Alternative provision

- 1.1 Where the school commissions alternative provision, it remains responsible for safeguarding the pupil. The school will satisfy itself that the provider is suitable and has appropriate safeguarding, attendance, health and safety, information-sharing and welfare arrangements, and will maintain oversight of the pupil's attendance, progress, safety and known vulnerabilities.
- 1.2 The school will follow the statutory guidance for commissioning Alternative Provision:
[Education for children with health needs who cannot attend school - GOV.UK](#)
[Alternative provision - GOV.UK](#)
Keeping children safe in education 2026
Hampshire County Council Alternative Provision Guidance June 2025

2.0 Holding and Sharing Information

- 2.1 The DSL and formally designated deputy safeguarding leads will keep detailed, accurate and secure records of concerns, discussions, decisions and actions, including the rationale for decisions and cases where referrals are or are not made. At Oaklands, safeguarding records are maintained through ClassCharts in accordance with the Child Protection Policy and school safeguarding recording procedures.
- 2.2 Data protection law does not prevent the sharing of information for the purposes of safeguarding children. Information should be shared lawfully, proportionately, securely and on a need-to-know basis, with the safety and welfare of the child as the primary consideration.
- 2.3 When a child moves school or college, child protection information must be transferred securely and separately from the main pupil file, promptly enough to support continuity of safeguarding and risk management. Receipt should be confirmed.

3.0 Safer Recruitment

- 3.1 The school operates a separate safer recruitment process and will comply with Part Three of Keeping Children Safe in Education 2026. At least one person on a recruitment panel will have completed appropriate safer recruitment training.
- 3.2 Recruitment and suitability checks will include identity, right to work, qualifications where required, employment history and references, and the appropriate level of DBS/barred-list checks according to the role and regulated-activity requirements.
- 3.3 From 1 September 2026, the supervision exemption from regulated activity with children is removed. The school will apply the revised regulated-activity rules and ensure that volunteers and other adults are checked at the level required by law and KCSIE.

4.0 Staff Induction

- 4.1 All new staff and volunteers will receive safeguarding induction appropriate to their role. This will include the Child Protection Policy, Safeguarding Policy, Staff Behaviour Policy/Code of Conduct, behaviour and attendance arrangements, online safety, filtering and monitoring responsibilities, the identity and role of the DSL and deputies, and Part One of Keeping Children Safe in Education 2026.
- 4.2 Safeguarding training will be kept up to date through formal training and regular updates. Staff must know how to report a concern and must not assume that somebody else will take action. At Oaklands, current operational guidance and safeguarding updates are also available through the Safeguarding & Child Protection area on Teams and the Staff Handbook.

5.0 Health and Safety

- 5.1 There is a requirement that all schools must have a Health and Safety Policy that details the organisation, roles and responsibilities and arrangements in place on the premise for the managing and promoting of Health and Safety in accordance with the Health and Safety at Work act 1974 and regulations made under the act.
- 5.2 Schools must assess hazards, record significant findings and identify proportionate control measures. Risk management should enable safe educational activity rather than unnecessarily prevent it. Oaklands maintains a separate Health and Safety Policy.

6.0 Site Security

- 6.1 The school will maintain proportionate site-security arrangements to protect children while enabling the normal life of the school. All staff, pupils and visitors are expected to follow site-security procedures.
- Visitors and volunteers enter at the reception and must sign in
 - They must sign a safeguarding declaration
 - Visitors and volunteers are identified by their visitors' lanyard and are given a visitors' leaflet
 - Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given
 - All children leaving or returning during the school day must sign out and in
 - Visitors are escorted around site and supervised if they do not have a DBS

7.0 Off-site Visits

- 7.1 A particular strand of health and safety is looking at risks when undertaking off-site visits.
- 7.2 Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an 'Open Country' visit, a specific assessment of significant risks must be carried out.
- 7.3 The school will follow current educational-visits guidance and ensure that risk assessment, supervision, safeguarding, medical needs and emergency arrangements are appropriate to the activity. Oaklands' detailed arrangements are set out in the Educational Visits and Off-Site Activity Policy.

8.0 First Aid

- 8.1 Oaklands' first-aid arrangements are set out in the school's First Aid Policy and associated procedures.

9.0 Physical Intervention (use of Reasonable Force)

- 9.1 Oaklands has a separate policy and procedures governing the use of reasonable force and physical intervention. Any use of force must be lawful, proportionate, necessary and recorded in accordance with school procedures.

10.0 Taking and the Use and Storage of Images

- 10.1 As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.
- 10.2 We will not seek consent for photos where you would not be able to identify the individual.
- 10.3 We will seek consent for the period the pupil remains registered with us and, unless we have specific written permission we will remove photographs after a child (or teacher) appearing in them leaves the school or if consent is withdrawn.
- 10.4 Staff must use school-approved devices and systems for images of pupils. Any exceptional use of a personal device must be expressly authorised in advance under the Staff Behaviour Policy or Educational Visits procedures. Images must be transferred promptly to an approved school system and permanently deleted from the personal device and any associated cloud storage.

11.0 Transporting Pupils

- 11.1 On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)
- 11.2 In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents' and volunteers' cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.
- 11.3 Where parents'/volunteers' cars are used on school activities the school will notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.
- 11.4 The school will use current Hampshire educational-visits guidance and Oaklands procedures when authorising parents, volunteers or staff to transport pupils for school activities.

12.0 Disqualification under the Childcare Act

- 12.1 The Childcare Act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.
- 12.2 We will continue to check for disqualification under the Childcare Act as part of our safer recruitment processes for any offences committed by staff members or volunteers.

13.0 Community Safety Incidents

- 13.1 Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation, or gang related activity.
- 13.2 As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.clevernevergoes.org.

14.0 Use of School Premises for Non-School Activities

- 14.1 Where school facilities or premises are used by outside organisations or individuals, the governing body/proprietor will ensure that appropriate arrangements are in place to keep children safe.
- 14.2 When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case.
- 14.3 Where services or activities are provided separately by another body, the school will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures and will ensure that arrangements exist for liaison with the school. Allegations arising from such activity will be managed in accordance with statutory guidance and local procedures.
- 14.4 This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college.

Annex 1 - Table of Changes

A1.0 Minor changes to grammar, punctuation and readability have also been made where required.

A2.0 The table below summarises the substantive changes for 2026-27.

Page	Section	Changes
Throughout	Whole document	References and terminology updated for Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.
Front matter	Governance and personnel	Oaklands governance dates and safeguarding personnel updated for 2026-27.
4-6	Catholic identity / ESCAT	Oaklands and ESCAT Catholic Social Teaching and governance wording updated and retained.
6	Key Personnel	DSL updated to Mr Brian Bennett, Deputy Head of School. Wider safeguarding-team information updated; obsolete personnel removed.
7 onwards	Family Help	Early-support terminology updated to reflect community-based Early Help and Family Help.
13-15	Domestic abuse / mental health	Strengthened content on overlapping family harms, Operation Encompass, self-harm, eating disorders, suicidal ideation and suicide risk.
16-22	Exploitation / serious violence	Modern slavery, exploitation, serious violence and victim-first response updated.
23-26	Online safety	Four Cs updated; generative AI, AI-altered imagery, mobile phones, filtering/monitoring and information-security expectations strengthened.
28-31	SEND / mental health	Updated barriers to disclosure and school support, including Oaklands St Christopher and Sixth Form support where appropriate.
36	Information sharing	Data-sharing and child-protection-file transfer expectations strengthened. ClassCharts confirmed as Oaklands safeguarding recording route.
36	Safer recruitment	Updated for 2026 regulated-activity changes, including removal of the supervision exemption.
36-39	Safeguarding processes	Oaklands local procedures for induction, site security, visits, first aid, reasonable force, images and transport updated.
39	Premises	Outside-organisation use of premises and allegations arrangements clarified.