OAKFIELD SHORT STAY SCHOOL

PRMIARY AND SECONDARY

Whole School Child Protection Policy

September 2026/2027

INTRODUCTION

OAKFIELD SHORT STAY SCHOOL PRIMARY AND SECONDARY

Policy statement and principles

At Oakfield Short Stay School, our shared commitment is to ensure that every child is safe, valued and able to thrive. Guided by our core values of **Resilience**, **Respect**, being **Reflective** and recognising that every child is **Remarkable**, we provide tailored education, intervention and support that enables pupils to overcome barriers, build confidence, make positive choices and realise their full potential.

We work in accordance with statutory safeguarding guidance, including **Keeping Children Safe in Education** and local safeguarding partnership procedures, to ensure that all children are safeguarded and their welfare is promoted. This commitment is underpinned by the consistent use of our relevant policies and procedures, including our Behaviour and Attendance Policy, Safer Recruitment Policy, Complaints Policy, Managing Allegations Against Staff procedures and Staff Code of Conduct. Together, these documents set out clear expectations for safe practice, professional conduct, early identification of concerns, timely reporting, appropriate intervention and robust accountability, ensuring that safeguarding remains central to the culture and daily practice of the school.

This Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead Netsai Muzuva and Victoria Edwards on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the *management committee* for approval and sign off at the first autumn term meeting.

Date of last review: 7/09/2026

Date of next review: 30/07/2027

Role	Name	Contact Details
Headteacher / Principal	Victoria Edwards	01162759150 Victoria.Edwards@leics.gov.uk
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	Craig Collins- Oakfield Primary South	Craig.Collins@leics.gov.uk

	Matthew Earl- Oakfield Secondary LNCIP	Matthew.Earl@leics.gov.uk
	Adam Perkins – Oakfield Secondary MSCIP	Adam.Perkins@leics.gov.uk
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Senior Leader(s) available for contact in the absence of the DSLs/ DDSLs	Netsai Muzuva – Safeguarding Lead	Netsai.Muzuva@leics.gov.uk
	Victoria Edwards – Executive Head	Victoria.Edwards@leics.gov.uk
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	Andrea Davis- Head of Secondary Outreach	Andrea.Davis@leics.gov.uk
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Designated Governor for Child Protection / Safeguarding	Suzanne Uprichard	suprichardnlg@outlook.com

Additional Deputy Designated Safeguarding Leads	Alison Hodges – Secondary Literacy Lead	Alison.Hodges@leics.gov.uk
	Helen Masoum – SENCO and LAC DSL	Helen.Masoum@leics.gov.uk 01163052181
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	Simon Chetwyn- Outreach Manager	Simon.Chetwyn@leics.gov.uk 01163058789
	Adam Wheldon – Outreach Prevention Manager	Adam.Wheldon@leics.gov.uk 07920522964

	Rachel Fisher – Assistant Head Teacher and SENCO - Primary South	Rachel.Fisher@leics.gov.uk
	Claire Smith – Senior Family Support Worker - Primary North	Claire.Smith@leics.gov.uk
	Nimika Sudra- Principle Lead for Education Standards, Innovation, Achievement and Progress	Nimika.Sudra@leics.gov.uk
	Christopher Brown – Primary South Outreach Lead	Christopher.Brown@leics.gov.uk
Management Committee	Karen Allen Suzanne Uprichard Adam Wheldon Emma Pepper Sue Rigby Julie Anne Biddles Chris White Beth Clements Jacqueline Walker	
Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual.	Report Your Concerns about a Child or Young Person	LCC report neglect or abuse
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 3057750 Charlotte.davis@leics.gov.uk

LA Child Protection Contact / LADO	CFS-LADO@leics.gov.uk LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	CFS-LADO@leics.gov.uk Link to LADO referral form: https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/report-a-childcare-worker-or-volunteer
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help / whistleblowing line	line is available 8.00am to 8.00pm Monday to Friday	0800 028 0285- email: help@nspcc.org.uk

Legislation and statutory guidance

- This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the www.gov.uk/guidance/-governance-inacademy-trusts We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our Trustees and headteacher should carefully consider how they are supporting their students with regard to these characteristics. The Act allows our School/Academy to take positive action to deal with particular disadvantages affecting students (where we can show it's proportionate). This includes making reasonable adjustments for disabled students. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve student outcomes. Some students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Working Together to Improve School Attendance, Working Together to Improve School Attendance 2024.

Oakfield Short Stay Primary and Secondary School

1. Purpose and Aims

1.1 Our policy applies to all staff, governors and volunteers working at Oakfield Short Stay school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

1.2 We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this *Oakfield Short Stay Primary and Secondary School* child protection policy. These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2026 and HM Working Together to Safeguard Children 2026 are incorporated into this policy.

1.3 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2. Child Protection and Safeguarding Statement

2.1 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children receive effective support, protection, and justice.

2.2 The procedures contained in this policy apply to all staff, supply staff, volunteers, and *members of the* Oakfield Committee and are consistent with those Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

3. Maintaining a child centred and coordinated approach to safeguarding:

3.1 Everyone who works at *Oakfield Short Stay Primary and Secondary* understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, always, what is in the best interests of the child.

3.2 We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

3.3 **Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are <u>everyone's responsibility</u>. Everyone who comes into contact with children and families has a role to play.

4. Safeguarding and promoting the welfare of children

4.1 Defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
    - Preventing the impairment of children's mental and physical health or development.
    - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
    - Taking action to enable all children to have the best outcomes.
- **NB Definition:** Children includes everyone under the age of 18.

5. Whole *school* approach to safeguarding:

5.1 We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.

5.2 As a *school* we have a responsibility to provide a safe environment in which children can learn.

5.3 We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.

5.4 **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.

5.5 All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.

5.6 Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, family help, and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

6. Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties of the school under the Equality act: will not unlawfully, discriminate against pupils or students based protected characteristics; we will carefully consider how we support pupils/students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting pupils or students (in line with KCSIE 2026 paragraphs 92-96*)*
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Alternative Provision placements
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2026
- Ensuring there is an appropriate safeguarding curriculum.

7. Safeguarding can involve a range of potential issues

7.1 Such as:

- Neglect, physical abuse, sexual abuse, emotional abuse and exploitation.

- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are ‘absent from education’ going ‘missing from care or home’ and the risks this poses on repeat occasions and for prolonged periods.
- Domestic Abuse including teenage relationship abuse.
- Domestic Abuse including where they see, hear or experience its effects.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs (whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2026 to include children abusing other children, other varying form of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment (further defined in KCSiE 2026 Part Five).
- The impact of new technologies, including ‘sexting’ and accessing pornography.
- The impact of generative artificial intelligence
- Exposure to misinformation, disinformation (including fake news) and conspiracy theories
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages (Law change on Forced Marriage, February 2023).

- ‘Upskirting’- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE 2026 Annex A).
- Is pregnant or is a parent themselves
- Has exhibited early signs of abusive, violent and/or harmful behaviours
- Is misusing alcohol and other drugs themselves
- Is a privately fostered child
- Is frequently missing/goes missing from education, home or care

7.2 All our staff and volunteers are aware of the indicators of abuse, neglect and exploitation and Modern slavery, know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or a member of the senior leadership team should the designated safeguarding lead not be available for children who may be in need of help or protection.

7.3 Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, exploited or a victim of modern slavery they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so not feel able to share what is happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

7.4 **All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

7.5 As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

7.6 **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

7.7 All our staff have received information and training regarding the risks that can take place outside the child’s family. This is known as extra-familial harm which can take on a variety of different forms and children can be

Vulnerable multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse - including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines, financial exploitation and radicalisation.

7.8 Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

7.9 All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

8. Online Safety

8.1 Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2026 Paragraph 153).

8.2 *Our Senior DSL and the DSL team has the lead responsibility in this area (and will be supported by the schools Network Manager) which is overseen and regularly reviewed by the Governing body/ trust, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.*

8.3 Our management committee will ensure they maintain oversight of the Online Safety Policy contained within our main child protection policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and school. Ensuring that they are effective at least annually, ensuring this review is formally recorded. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2026 paragraph 173.

8.4 This will include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet the schools' safeguarding need.
- review and discuss the standards with the leadership team, IT staff and or Network Manager and service providers to ensure the school/college meets the standard published by the Department for Education filtering and monitoring standards.

8.5 Oakfield IT systems are provided by and maintained by Leicestershire Authority IT department. Oakfield DSLs work with the IT department and Network Manager to ensure systems comply with DFE filtering & monitoring standards. Usage of computers by pupils within the school environment is closely monitored, pupils are supported by an adult, they do not have individual access to computers, therefore all IT usage is supervised and supported by an appropriate adult. Oakfield have a school Online Policy.

8.6 Our Management Committee will ensure a review is maintained to ensure standards. They will discuss with IT staff, the schools Network Manager and service providers these standards and whether more needs to be done to support our school in meeting and maintaining these standards and communicating these to staff, our students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

8.7 Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school

8.8 We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

8.9 All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE 2026.

8.10 As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases, instead referring to the 'child who has been harmed' and the 'child who has caused harm' the abusive behaviour will have been harmful to the perpetrator as well.

8.11 We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully and where required different types of assessment and services are put in place where required.

9. Identifying Concerns

9.1 All members of staff, volunteers and governors will be aware of indicators of abuse, neglect and exploitation know, will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

9.2 Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance **What to do if you're worried a child is being abused**

9.3 The four main categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

5. Exploitation

10. Indicators of abuse, neglect and exploitation:

10.1 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

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

10.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to

cause severe and adverse effects on the child's emotional development. It may involve conveying to a chid they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may include verbal abuse, such as persistent criticism, belittling, or name-calling, as well as not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

10.4 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

10.5 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of

maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

10.6 **Child Criminal Exploitation:** occurs where an individual or **an** organised network or gang, and the victim may identify as being part of this group, takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual.

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation often happens alongside sexual or other forms of exploitation.

Child Criminal Exploitation is broader than just county lines and includes for instance children forced to work on cannabis farms, to commit theft, shoplift or pickpocket, or to threaten other young people.

10.7 **Child Sexual Exploitation (CSE):** is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that may need or want like gifts, drugs, money, status and affection.

11. Safeguarding issues:

11.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education unexplainable and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

11.2 All staff, including Senior Leaders, DSL team, teachers, teaching assistants, and all those who receive regular school safeguarding training are aware of risks inside and outside of the home/school environments. ALL absences are followed up with parents/carers (including those pupils who are LAC). Family Support workers also have close links with families to further support those who may be in need of Early Help. Absences are confirmed with any social workers/key workers who may additionally be supporting families. Pupils are able to use their voice along the school bus journey and during 1:1 time with key adults in school. The DSL team are in receipt of regular local authority bulletins around local concerns and issues, these are shared at whole staff briefings. Additional information is available at regular briefings/updates via the violence reduction network.

11.3 *Oakfield recognises that children may be at risk of harm online as well as offline, and that online abuse may be a heightened concern when children are not physically attending school, are accessing learning remotely, or may have limited supervision from parents or carers. This includes risks linked to grooming, exploitation, radicalisation, harmful online challenges, cyberbullying, child-on-child abuse, sexual harassment, the sharing of nude or semi-nude images, exposure to inappropriate content, misinformation, disinformation and contact from unsafe adults or peers.*

11.4 *The school ensures that online safety is embedded within safeguarding practice, staff training, the curriculum and communication with parents/carers. All staff receive safeguarding updates which include online safety and an understanding of their role and responsibilities in relation to filtering and monitoring. Staff are expected to report any online safety concern, including concerns arising from remote learning, social media use, mobile technology or digital communication to the DSL team without delay. Our school also monitors soft intelligence from pupils and responds accordingly to ensure all pupils are safeguarded.*

11.5 *The school maintains appropriate filtering and monitoring arrangements on school devices and school networks in line with the Department for Education filtering and monitoring standards. These arrangements are reviewed at least annually by the senior leader responsible for filtering and monitoring, with support from the DSL team, IT support and the Management Committee. The review considers whether filtering is effective on all relevant internet-connected devices and in all relevant school locations, and whether monitoring arrangements meet the safeguarding needs of pupils.*

11.6 *Where pupils are accessing learning remotely, the school will take reasonable steps to ensure that staff, pupils and parents/carers understand expectations for safe online learning. This includes sharing clear guidance about safe use of devices and platforms, supervision where possible, reporting concerns, appropriate communication between staff and pupils, and signposting families to support where there are concerns about online risk, exploitation, grooming or radicalisation.*

11.7 *The school provides online safety advice and support to pupils through the curriculum, pastoral support, assemblies, safeguarding conversations and targeted intervention where needed. Parents and carers are supported through information shared by the school, including reminders/ fact sheets about online risks, safer use of devices, parental controls, social media, gaming platforms, reporting routes and sources of help. Where concerns are identified, the DSL team will consider the child's wider safeguarding context and take appropriate action in line with local safeguarding procedures*

11.8 *Oakfield Short Stay School recognises that child-on-child sexual violence and sexual harassment can occur both inside and outside school, including online, and that children may experience a continuum of harmful sexual behaviour. This may include inappropriate sexual language, sexualised comments, unwanted physical contact, online sexual harassment, sharing of nude or semi-nude images, coercion, threats, sexual assault and rape. The school adopts a whole-school approach that makes clear that sexual violence and sexual harassment are never acceptable, will not be tolerated, and will not be dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".*

11.9 *All staff are trained to recognise and respond to concerns about child-on-child abuse, sexual violence, sexual harassment and harmful sexual behaviour. Staff will maintain professional curiosity, listen to children, take all disclosures seriously, reassure the child that they have done the right thing by telling someone, and report concerns immediately to the DSL team. Where there is an immediate risk of harm, staff will take urgent action to keep children safe and follow safeguarding procedures, including contacting First Response, the police or other safeguarding partners where appropriate.*

11.10 *The school will respond to incidents on a case-by-case basis, considering the wishes and feelings of the child who has been harmed, the nature of the concern, any power imbalance, the age and developmental needs of the children involved,*

SEND or communication needs, previous concerns, wider contextual safeguarding factors, online elements and any risks to others. The school will avoid victim-blaming language and will consider carefully how to refer to the child who has been harmed and the child who has caused harm, recognising that both may have unmet needs and may require support.

11.11 *The DSL team will complete and record an appropriate risk assessment, Positive Handling Plans and support plan where there has been a report of sexual violence, sexual harassment, harmful sexual behaviour or extreme risks have been identified. This will consider safety arrangements in school, supervision, movement around the site, shared spaces, transport, online safety, contact between children, support from trusted adults and referral to external agencies where required. The school will keep arrangements under review and will ensure that the child who has been harmed is supported and protected, and that appropriate intervention is also considered for the child who has caused harm. The school will also share with assessments with parents and partner agencies supporting pupils to enabled a shared understanding of risks and how they are responded to ensure consistent response for pupils.*

11.12 *Oakfield will use its curriculum, pastoral support, assemblies, targeted intervention and individual work with pupils to promote respectful relationships, consent, personal boundaries, online safety, safe use of technology, reporting routes, equality, anti-bullying and challenge to harmful attitudes, including misogyny, prejudice and discriminatory language. Pupils will be reminded that they can speak to a trusted adult, the DSL team, pastoral staff or any member of staff if they are worried about themselves or another child.*

11.13 *The school will work in partnership with parents and carers, social care, police, health, the Violence Reduction Network, Early Help, CAMHS, specialist services and other relevant agencies where appropriate. Information will be shared in line with safeguarding procedures and the best interests of the child. The school will also ensure that relevant information is transferred appropriately when pupils move schools or settings, particularly where information would support an assessment of risk to others.*

11.14 Sources of advice and support available include:-

• National Crime Agency's CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.

• The NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)

• Support from specialist sexual violence sector organisations such as Rape Crisis or The Survivors Trust •

The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying. Online: Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.

Online concerns can be especially complicated and support is available from: • The UK Safer Internet Centre provides an online safety helpline for professionals

at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues • Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)

• Childline/IWF: Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online

• UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further 118 information

• National Crime Agency's CEOP Education Programme provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse.

• LGFL 'Undressed' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

The school also has a safeguarding leaflet on display so pupils know where to seek support.

11.15 Our school ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Oakfield Short Stay School will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate. Listening to and capturing the child's voice is implicit to the Oakfield School day. Pupil's views, comments, and concerns are listened to from the earliest point of the day, either on arrival or by our supervising member of staff on the school bus journey. Conversations about wellbeing or safeguarding concerns are logged via the CPOMS system, and directly to a DSL if there are immediate reports of concern.

11.16 At the point of joining Oakfield pupils are supported staff to gather their views in how best they are supported, and this is updated within pupil My profile for secondary aged pupils or Positive Handling Plans for primary aged children. Pupil voice is also gathered during family support interventions and will be extended within the secondary school to Learning Mentors and Attendance Officers also capturing pupil voice to understand and support any barriers they may be facing

11.17 Pupils have opportunities to give their voice during the school day, during both curriculum and nurturing activities, Team Time, form time, playtime and lunchtime (which are supported by members of the class team in line with pupils needs and ages). For pupil review purposes, pupils complete a pupil questionnaire. Additionally, to this there are worry monsters located within school for primary aged children.

11.18 Our school is led by senior members of staff and committee members whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

11.19 Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior Designated Safeguarding Lead. Although we advocate that any staff member can make a referral to children's social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), or a member of the senior leadership team is informed as soon as possible.

11.20 We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL their concerns remain. Staff are also informed of the schools' whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

12. Alternative providers and other agencies

12.1 Oakfield Short Stay School recognises that effective safeguarding depends on strong multi-agency working and timely information sharing. We work closely with statutory safeguarding partners and relevant agencies to identify, support and protect vulnerable children, including children with a social worker, children subject to Child in Need or Child Protection Plans, looked after children, previously looked after children, children with SEND, children receiving alternative provision and those experiencing additional vulnerabilities linked to attendance, behaviour, mental health, exploitation, domestic abuse, neglect or harm outside the home.

12.2 The Senior Designated Safeguarding Lead and DSL team maintain contact with children's social care, social workers, Early Help, police, health professionals, CAMHS, the Virtual School, SEND services, Inclusion services, and other relevant professionals. This contact may include strategy discussions, Child Protection Conferences, Core Groups, Child in Need meetings, Team Around the Family meetings, PEP meetings, EHCP reviews, risk management meetings, reintegration planning meetings and other multi-agency meetings as required.

12.3 Where appropriate, Oakfield facilitates multi-agency meetings on the school site to support easier access for children, parents and carers and to encourage their participation in planning and decision-making. The school will ensure that children's views are gathered and represented where appropriate, and that

parents and carers are involved unless doing so would place a child at increased risk of harm.

12.4 The school contributes to multi-agency assessments, plans and reviews by sharing relevant, accurate and timely information about pupils' attendance, engagement, presentation, behaviour, wellbeing, learning, peer relationships, family context and any safeguarding concerns. Records of professional discussions, referrals, decisions, actions and outcomes are recorded securely on CPOMS and shared only with appropriate professionals in line with safeguarding and information-sharing guidance.

12.5 Where concern remains about the response of another agency, the DSL team will use local escalation procedures to challenge, seek resolution and ensure that the child's needs remain central. The school will continue to advocate for vulnerable children and work collaboratively with partners to ensure that the right support is provided at the right time.

12.6 Oakfield's education offer consists of either full-time provision for pupils who have been permanently excluded or a two-day placement for pupils who remain dual registered with their home school. For dual-registered pupils, Oakfield DSLs and support staff ensure that clear communication arrangements are in place with the home school regarding learning, attendance, welfare and any safeguarding concerns that arise. This supports a consistent and robust approach to safeguarding pupils educated across more than one setting. Oakfield does not commission alternative provision for its pupils; where a pupil attends alternative provision, this is arranged and overseen by the home school, which remains the main point of contact for Oakfield.

12.7 Children who attend alternative education often have complex needs, it is important governing bodies/trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that pupils may be vulnerable to. Information sharing for pupils who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

12.8 Whilst the Local Authority may hold a register of approved alternative provision providers the school is however, schools remain ultimately responsible for the provision they commission schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

12.9 The Designated Safeguarding Lead team (DSL) and headteacher, who are familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

12.10 Oakfield will share safeguarding concerns promptly with the appropriate agency, including Children's Social Care, First Response, Early Help, police, health professionals, the Virtual School, SEND services and the pupil's home school where relevant. Concerns, referrals, advice, decisions and agreed actions are

recorded on CPOMS and followed up by the DSL team to ensure pupils receive timely support.

12.11 Schools should always know where a child is based during school hours. Oakfield's educational offer of a two day or five-day offer has been communicated to schools and there a shared understanding of roles and responsibility of tracking pupils to ensure their whereabouts are known when they attend part time. Where pupils attend full-time site leads and administration team will make appropriate enquiries to ascertain where they are for attendance and safeguarding purposes.

12.12 *Oakfield school sites are not used by external organisations to run activities for children, and there are currently no after-school activities in place. All visitors must follow site sign-in procedures and safeguarding expectations while on school premises. Any low-level concern about an adult must be reported by email to the Executive Headteacher. Where an allegation meets the LADO threshold, Oakfield will follow local safeguarding procedures, inform the LADO without delay, and take appropriate action in line with Part Four of KCSiE. Each site has a trained DSL and all staff are trained around the reporting and recoding of adult concerns.*

13. CPD, culture and ethos

13.1 All staff, supply staff and volunteers receive safeguarding information through induction, the staff handbook and the staff induction booklet, which cover safeguarding expectations, reporting routes, systems, processes and key meetings with senior leaders. Staff are reminded regularly how to report concerns, disclosures and low-level concerns, and the DSL team checks understanding through induction discussions, briefings and ongoing supervision.

13.2 Oakfield provides regular safeguarding CPD informed by emerging trends, local issues and school safeguarding data. This takes place weekly, in addition to training and updates delivered through morning briefings and individual site reflections.

13.3 Safer recruitment is managed in partnership with the Local Authority HR team. The Business Manager maintains an up-to-date Single Central Record, which is monitored and reviewed by the Safeguarding Lead, Executive Headteacher and Safeguarding Governor to ensure ongoing oversight and vigilance.

14. Responsibilities of the DSL/DSL Team

14.1 The Senior DSL and deputies (DSL team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college. This includes children under kinship care.

14.2 The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

14.3 The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

14.4 The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

14.5 The school ensures robust safeguarding leadership and cover arrangements across all sites. Each site has a named DSL and DDSL, and there is additional DSL-trained cover within the Senior Leadership Team. Staff are aware of how to access safeguarding support if the DSL or DDSL on their site is unavailable, and this is clearly articulated within the school structure chart, which all staff can access. The Designated Teacher is also DSL trained, supporting effective safeguarding oversight for looked after and previously looked after children.

14.6 Oakfield Short Stay School recognises the additional safeguarding vulnerabilities that children with SEND may experience and ensures that staff remain alert to these risks. The DSL team, SENCOs and pastoral staff work together to identify concerns, remove communication barriers, make reasonable adjustments and ensure that pupils with SEND are listened to and supported.

14.7 The school works with parents/carers and relevant agencies, including Local Authority SEND services, Educational Psychology, health professionals, CAMHS, Social Care, Early Help, the Virtual School where appropriate and SENDIASS, in line with the SEND Code of Practice. Safeguarding concerns and support needs are considered through EHCP reviews, My Profiles, Positive Handling Plans, risk assessments and multi-agency planning.

15. The seven main elements of our Child Protection Policy

15.1 There are seven main elements to our policy in line with KCSIE 2026, paragraph 121:

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of *Oakfield.*
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms *are within our behaviour policy which also factors online activity*

- Oakfield promotes a preventative and responsive approach to child-on-child abuse through the PSHE curriculum, pastoral support and targeted intervention, helping pupils understand healthy relationships, consent, personal boundaries, respectful behaviour, online safety and how to seek help. The school adopts a zero-tolerance approach to all forms of child-on-child abuse, sexual harassment, harmful sexual behaviour and discriminatory or harmful language, and will not dismiss such behaviours as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. Staff are trained to identify, record and report concerns about child-on-child abuse, including sexual violence, sexual harassment and harmful behaviours. Where concerns arise, the DSL team will use risk assessments, support plans and, where necessary, adaptations to timetables, supervision, movement around site and contact arrangements to keep pupils safe and reduce further risk.

16. Providing a safe environment

16.1 We recognise that because of the day-to-day contact our school and staff have with children they and we are well placed to observe the outward signs of abuse.

16.2 The school will therefore:

16.2.1 Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.

16.2.2 Ensure children know that there are trusted adults in the school who they can approach if they are worried.

16.2.3 Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

16.2.4 Include opportunities in the *RSHE* curriculum for children to develop the skills they need to recognise and stay safe from abuse by:

16.2.5 Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced what was termed as sexting.

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

16.2.7 Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.

16.2.8 Recognising the link between mental health, school attendance and children ‘absent from education’ and the impact on learning, progress, and educational attainment.

16.2.9 All staff recognise that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. They could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

16.2.10 Knowing that as a *school* we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.

16.2.11 Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks is also *included within the main Child protection policy.*

16.2.12 Maintain an on-line safety policy which address statutory filtering and monitoring standards, which consider remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats. See

https://www.gov.uk/government/publications/generative-artificial-intelligence-in education/generative-artificial-intelligence-ai-in-education.

16.2.13 The response required by schools and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' *Schools* are a place of protection and where children and young people can share concerns and seek support and are place of safety and where children and young people can form safe and trusted relationships. Through creating a whole *school* ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.

16.2.14 Importance of our *school/colleges* ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.

16.2.15 http://www.childexploitationeastmidlands.org.uk is available as a tool for support and advice & to additional agencies of support that may be of benefit to our vulnerable pupils and their families. *The school also works closely with safeguarding partner agencies including the Violence Reduction Network where concerns are identified to enable early intervention in addition to ensuring pupils have a rich RSHE and PSHE curriculum to increase knowledge and where to seek support.*

16.3 The school uses the PSHE/RSHE curriculum, assemblies, pastoral intervention and targeted support to teach pupils about safeguarding risks, healthy relationships, consent, personal safety, online safety and reporting concerns. This supports pupils to recognise unsafe situations and know how to access help from trusted adults. Information will also be shared with parents to support them to safeguard children.

16.4 We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the *school* environment.

16.5 Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

16.6 Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.

16.7 Promote pupil health and safety.

16.8 Promote safe practice and challenge unsafe practice.

16.9 Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including trainee teachers, volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.

16.10 Provide first aid and meet the health needs of children with medical conditions.

16.11 Be aware that a child with medical conditions maybe at greater risk of being neglected, abused or exploited because of their medical condition.

16.12 Ensure school site security.

16.13 Address drugs and substance misuse issues.

16.14 Support and plan for young people in custody and their resettlement back into the community.

16.15 Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

16.16 Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.

17. Additional measures

17.1 Where a pupil attends alternative provision arranged by their home school, the home school remains responsible for completing all required safeguarding and suitability checks. The home school will confirm these checks and share relevant safeguarding, attendance, welfare and risk information with Oakfield to support safe planning, monitoring and information sharing.

17.2 Our School provides a nurturing environment within which children can thrive, pupil well-being is implicit to the school day, children have opportunities during the day to ‘check in’ with staff such as during one-to-one activities, during break times and team or form time, lunch and breakfast breaks. Advice and/or referrals can be supported via health – CAMHS Professionals Line, LEPs, Children & Family well-being Service. In addition to this pupils have access to a safe adult within the school.

17.3 Oakfield ensures that pupils who are LGBT, perceived to be LGBT, or who may be questioning their identity, have access to trusted adults, including the DSL team and pastoral staff, and can seek support without fear of discrimination. Homophobic, biphobic and transphobic language or behaviour will not be tolerated and will be challenged, recorded and responded to in line with safeguarding and behaviour procedures. Where appropriate, pupils will be

supported through PSHE/RSHE, pastoral intervention, pupil voice, family support and signposting to relevant internal or external support services.

17.4 Oakfield has clear arrangements in place to support pupils' safety when travelling to and from school and during off-site or unstructured times. Pupils may travel by school bus, taxi, parent/carer transport or, where appropriate and agreed with parents/carers, independently. Any independent travel arrangements are considered in light of the pupil's age, maturity and vulnerability. During lunchtimes, pupils remain on site unless they are older pupils who have permission to leave the premises, with clear expectations and reporting procedures in place where a pupil does not return on time. Where off-site learning takes place, pupils are appropriately supervised and safeguarding procedures continue to apply. Contact details and next of kin details are regular reviewed to ensure they remain updated.

17.5 Oakfield supports pupils to understand practical ways to keep themselves safe in the community, including during travel to and from school, lunchtime arrangements, off-site learning and other times when pupils may have increased independence. This is addressed through PSHE/RSHE, pastoral support, assemblies and individual safety planning where appropriate. Pupils are taught age-appropriate strategies for road safety, safe travel, identifying trusted adults, managing risk in public spaces, avoiding unsafe situations, reporting concerns and seeking help from school staff, parents/carers, transport providers or emergency services where necessary. Risk assessments and supervision arrangements are used where pupils are accessing off-site learning or where additional vulnerability is identified.

18. Procedures for identifying and reporting cases

18.1 We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2026 to:

18.1.1 Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school/college leadership team, and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.

18.1.2 The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2026 Annex B.

18.1.3 The Leadership team will ensure that there is appropriate cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. This will include confidential shared mailbox DSL@ to ensure that safeguarding concerns are received, monitored, and acted upon without delay.

18.1.4 Ensure we have a nominated governor responsible for child protection/safeguarding.

18.1.5 Ensure that we have a Designated Teacher for Looked After Children (LAC).

18.1.6 Ensure every member of staff (including temporary, supply staff, trainee teachers and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.

18.1.7 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.

18.1.8 Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.

18.1.9 Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.

18.1.10 Ensure that there is a complaints system in place for children and families.

18.1.11 Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.

18.1.12 Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.

18.1.13 Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.

18.1.14 Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.

18.1.15 Ensure all records are kept securely; *The school maintains accurate, secure and timely safeguarding records. CPOMS is used as the primary system for recording safeguarding and child protection concerns, and staff are aware that all safeguarding concerns must be recorded on CPOMS and shared with the DSL team without delay. Arbor is also used as a recording and monitoring platform to store and review children's records, including relevant behaviour, attendance and welfare information. Where CPOMS or Arbor cannot be accessed, each site has a designated secure electronic space for the temporary storage of records until they can be transferred to the appropriate system. When sharing children's records, staff ensure that information is shared only where appropriate, anonymised wherever possible, and password protected or transferred securely in line with safeguarding, confidentiality and data protection expectations. Where hard copies or records are required these are stored in a lockable cabinet away from classroom area.*

18.1.16 Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.

18.1.17 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

18.1.18 Ensure safe recruitment practices are always followed.

18.1.19 Apply confidentiality appropriately.

18.1.20 Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

18. Supporting children and working in partnership

19.1 At Oakfield we recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

19.2 All staff including volunteers are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

19.3 Our school will endeavour to support the pupil through:

19.3.1 Developing the content of the curriculum. Oakfield have two Principal Leads for Education Standards, Innovation, Achievement and Progress who work closely with the individual site leaders alongside the SENCO's and Secondary Literacy Lead.

19.3.2 Maintaining a school ethos which promotes a positive, supportive, and secure environment, and which gives pupils a sense of them being valued.

19.3.3 The school behaviour policy and anti-bullying policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our school

19.3.4 Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.

19.3.5 *Oakfield takes a proactive and graduated approach to identifying and responding to risky behaviour. Where concerns are identified, staff use de-escalation strategies in line with Team Teach training and the school's behaviour and safeguarding procedures. Positive behaviour is promoted through consistent expectations, relational practice and reward systems which recognise and reinforce safe choices. Learning mentors, pastoral staff and family support workers provide targeted support to pupils and families, while the DSL team considers risk assessments, support plans and referrals to the In-reach/Outreach Therapeutic Team where additional therapeutic input is required. Following incidents, staff facilitate age-appropriate debriefs*

and reflective work, including adapted approaches for younger children, to support understanding, repair relationships, reduce recurrence and promote pupil safety and wellbeing.

19.3.6 Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Thresholds for access to services, updated in September 2021); Leicestershire Inclusion Service and Education Psychology Service, and the Children and Family Wellbeing Service, etc.

19.3.7 Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.

19.3.8 Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by the use of pupil individual education plans, My Profile document, SEND support information, EHCPs, PHPs and risk assessments.

19.3.9 Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment.

19.3.10 The site designated safeguarding lead will be informed immediately, and actions taken in accordance with the school/college child-on -child/ sexual violence and sexual harassment between children in school policy.

19.3.11 Oakfield has cross cover within the DSL senior leadership where staff can seek further advice. Staff know to contact Social Care First response on the emergency duty line for advice, contact police, NSPCC or the Local Authorities Safeguarding and Compliance lead in the absence of Oakfield senior leaders. Senior leader and DSL's can also access Sexual violence and sexual harassment between children in schools and colleges - GOV.UK

19. Staff and Safer Recruitment

20.1 The leadership team and management committee of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2026 Part Three.

20.2 School leaders, staff and members of the management committee will be appropriately trained in safer working practices and access safer recruitment training.

20.3 Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.

20.4 The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2026 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2026 Part Three paragraphs 345 to 349.

20.5 All volunteers working in regulated activity with have an enhanced DSB.

20.6 Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the School Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2026 in line with KCSiE Part Four Section two. Staff can access a copy of this on the schools local shared drive and staff handbook

20.7 Newly appointed staff and volunteers will be informed of our arrangements for safer working practices within our job advertisements and at stage of a conditional offer being made before beginning working and contact with pupils. All volunteers must now have a enhance DBS check before undertaking regulated activity in line with The Crime and Policing Act 2026.

20.8 In the event of any complaint or allegation against a member of staff, **volunteer, contractor or trainee teacher**, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the management committee will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.

20.9 Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.

20.10 *Staff are aware they can also access and self-refer to the Local Authority Well Being Team which can be accessed via the intranet page*

20.11 Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.

20.12 *Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.*

20.13 *Oakfields' offer does not involve the use of alternative provisions therefore for any dual registered children attending the two day offer the responsibility sits with the home school to ensure relevant safeguarding checks and reviews are completed. Oakfield will liaise with the home school to ensure all relevant information checks are completed.*

20.14 When placing a student in a work experience placement the school will ensure the person providing the teaching/training/instruction or supervision of the student frequently or in more than three days in a 30-day period, or overnight this is a regulated activity and therefore need the necessary checks.

20.15 If a student aged 16 plus on a work experience placement which takes place in a place such as a school or nursery which provides opportunity to for the student to be in contact with children which is regulated activity the school will consider if a DBS enhanced check is required.

21. Links to other Local Authority policies

21.1 This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and

welfare of children, including those adopted from Leicestershire County Council and the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP).

- The above together with the following will make up the suite of policies to safeguard and promote the welfare of children in this school in addition to this Child Protection Policy
- LA Staff code of Conduct and Behaviour Policy
- LA and Oakfield Whistleblowing policy
- LA Safer Recruitment Policy
- Oakfield Behaviour Policy
- Oakfield Attendance Policy
- Oakfield Online Safety Policy
- Oakfield Mobile Phone Policy
- SEND and Vulnerable Children Support Arrangements

21.2 Staff report disclosures and concerns of sexual violence and child sexual harassment via CPOMS selecting the tab 'Cause for Concern' and then highlighting sexual related incident and/or Child on Child abuse.

Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: *https://llrscb.proceduresonline.com/index.htm*

22. Raising Awareness - Roles and Responsibilities

22.1 All staff and volunteers: Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in our school who comes into contact with children and their families have a role to play in safeguarding children. All staff in our school consider, always, what is in the best interests of children.

22.2 Oakfield recognises the importance of ensuring children are safeguarded and the indicators of wider safeguarding needs. Each site has two DSLs, supported by either attendance officers, family support workers, SENCO's, learning mentors, class teachers, LSAs, admin staff and in reach and outreach therapeutic staff team, who work together to identify patterns of risks to pupils, needs, vulnerabilities reduced engagement or emerging welfare concerns. Concerns are shared promptly with the DSL team, recorded on CPOMS and followed up through contact with parents/carers, home schools, social workers, Early Help or other relevant agencies where appropriate. This coordinated approach supports early identification of risk, timely intervention and improved *outcomes for pupils.* All staff within our school are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating.

22.3 All staff contribute to providing a safe environment in which children can learn by recognising the importance of understanding each child's lived experience in and outside school, including their home circumstances, individual needs, vulnerabilities and presenting risks. Staff use professional curiosity, pupil voice, observations, attendance information, family engagement and safeguarding records to build a holistic understanding of the child and to inform appropriate support. Where partner agencies are involved, relevant information is shared in line with safeguarding procedures to support coordinated planning, risk

management and timely intervention. The DSL team will ensure that Oakfield is appropriately represented at multi-agency meetings for children requiring coordinated support, including Child in Need, Child Protection, Early Help, PEP, EHCP, risk management or other multidisciplinary meetings. In addition the school make use of the family support team to support those families who do not accept or meet the criteria of statutory intervention to ensure early intervention and risk management.

22.4 The school ensures that all arranged activities and off-site provision are planned with reference to relevant risk assessments, Positive Handling Plans and individual support plans, where applicable. This ensures that staff have a clear and consistent understanding of any identified risks and agreed strategies to keep pupils safe. Site leads ensure that activities are appropriately staffed, that supervision arrangements are suitable, and that staff know how to seek immediate advice, guidance or support where concerns arise.

22.5 All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the site Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

22.6 Oakfield's Family Support offer provides targeted support to pupils and families where additional needs, vulnerabilities or safeguarding concerns are identified. Family Support staff work with children in school, in the community where appropriate, and with parents/carers within the home to understand barriers, strengthen family engagement and promote safer routines, attendance, wellbeing and positive outcomes. This may include practical advice, parenting support, early help work, signposting to services, support with agency referrals and liaison with the DSL team, learning mentors, attendance staff, class teams and external professionals. Family Support involvement is recorded, reviewed and coordinated with safeguarding procedures to ensure that children and families receive timely and appropriate support.

22.7 As part of direct work with children within the school they are supported and signposted to support services in line with identified needs or this is shared with parents. There are various displays within school for older children around services available for support which they can access themselves or be signposted to. For much younger children and those with SEND needs support is covered during PSHE lessons.

22.8 All parents/carers are invited into school for regular school review meetings (termly), and there are regular family events, often topic related, such as internet safety etc. Regular updates, advice about wellbeing is sent out via email and handheld posters going home with the children. Parents/carers are also signposted to the school website which has relevant useful information, including links to food banks, family hubs, and the family lives website.

22.9 Social Workers/keyworkers/and workers from other agencies involved with pupil families come onto site where appropriate to engage in voice work or support with pupils. DSLs will be aware of these arrangements and ensure that any actions put into place via a child protection or child in need plan to keep the children safe are shared with relevant staff. These plans are confidential and are either filed away in a locked 'safeguarding filing cabinet' if paper plans, or put

onto the CPOMS system if they are electronic. Only DSLs and Senior Leaders are aware of how to access the safeguarding filing cabinets.

23. Safeguarding Training

23.1 All our staff are aware of systems within Oakfield and these are explained to them as part of staff induction, which include our child protection policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2026.

23.2 Our school utilises an induction booklet when staff are inducted which includes the above, but also other policy and procedural information also highlighted in the staff handbook. Where volunteers and school counsellors are utilised they will receive an induction about how to recognise, respond and report safeguarding concerns.

23.3 All our staff receive safeguarding and child protection training which is updated every three years. In addition, to this training all staff members receive child protection and safeguarding updates when required, but at least annually.

23.4 In addition to statutory safeguarding and child protection training, all staff receive regular safeguarding updates as required. These updates are delivered through twice-weekly morning briefings, enabling timely communication of emerging risks, procedural changes, local safeguarding information and key reminders. Safeguarding briefings are led by the Safeguarding Lead, supported by the Attendance, Behaviour, Pastoral and Sense of Belonging Lead. Where appropriate, external speakers or professionals with specialist expertise are invited to contribute to staff briefings to strengthen staff knowledge and practice. The school also benefits from a local offer of training offered via the Local Authority which staff can access via the Learning Hub.

23.5 All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

23.6 Through regular safeguarding training, updates and additional briefings, all staff understand the importance of their role in keeping children safe. Staff are reminded that "safeguarding is everyone's responsibility" and are clear that they must report concerns promptly, remain professionally curious, and appropriately challenge or escalate concerns where they believe a safeguarding matter is ongoing or has not been sufficiently addressed. Staff are aware of how to contact the DSL team and have access to the contact details for the member of the Management Committee responsible for safeguarding, as well as the telephone number for First Response Central Duty for reporting serious concerns. Staff receive regular safeguarding updates and are signposted to advice and support from external safeguarding organisations, including the NSPCC, particularly in relation to online risks, harmful online content and emerging threats.

23.7 All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

24. Staff responsibilities

24.1 All staff have a key role to play in identifying concerns and provide early help for children. To achieve this, they will:

24.1.1 Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

24.1.2 Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.

24.1.3 Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

24.1.4 Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school online safety, ad specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Child Protection Policy, including awareness of ease of access to mobile phone networks. In agreement with the management committee

24.1.5 Attend training to be aware of and alert to the signs of abuse.

24.1.6 Maintain an attitude of “it could happen here” with regards to safeguarding.

24.1.7 Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

24.1.8 Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.

24.1.9 Follow the allegations procedures if the disclosure is an allegation against a member of staff, volunteer, trainee teacher or an individual not directly employed by the school; for example, supply teachers or sports coaches.

24.1.10 Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2026.

24.1.11 Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.

24.1.12 Treat information with confidentiality but never promising to “keep a secret.”

24.1.13 Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.

24.1.14 Understand early help and be prepared to identify and support children who may benefit from early help, to include children who are frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit, has a parent or carer in custody or is affected by parental offending.

24.1.15 Liaise with other agencies that support pupils and provide early help.

24.1.16 Ensure they know who the DSL and Deputy DSLs are and know how to contact them.

24.1.17 Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Oakfield is part of the Local Authority and works in partnership with external agencies to strengthen safeguarding knowledge, practice and support for pupils and families. Staff have opportunities to attend safeguarding briefings and training delivered by the Local Authority and relevant external partners local authority learning hub, NSPCC and Health. Safeguarding training also incorporates learning from serious case reviews, child safeguarding practice reviews and local/national safeguarding themes, enabling staff to reflect on practice, identify areas for improvement and strengthen the school's safeguarding culture.

24.2 Staff are alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support, at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

25. Senior Leadership/Management Team responsibilities:

25.1 Contribute to inter-agency working in line with HM Working Together to Safeguard Children guidance 2026.

25.2 Provide a co-ordinated offer of early help when additional needs of children are identified.

25.3 Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.

25.4 Ensure staff are alert to the various factors that can increase the need for early help.

25.5 Working with Children's Social Care, support their assessment and planning processes including the school's attendance at conference and core group meetings as appropriate.

25.6 Carry out tasks delegated by the management committee such as training of staff and volunteers, safer recruitment and maintaining of a single central register.

25.7 Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.

25.8 Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

25.9 Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE) KCSiE 2026 Part Four 'Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

25.10 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and Leicestershire County Council (LCC).

25.11 Children who attend Oakfield are either permanently excluded, or at risk or permanent exclusion from their community school. These pupils are vulnerable,

it is vital that senior leaders and DSLs work closely with social care, where necessary, to address safeguarding and child protection concerns.

26. Teachers (including ECTs) and Headteachers – Professional Duty

26.1 The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, newly qualified teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

26.2 The Children and Social Work Act of 2017, places responsibilities for Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

26.3 The Designated Teacher at Oakfield attends all required LAC & PEP meetings to give and receive updates for actions. The Designated Teacher is also responsible for capturing the pupil's 'school voice' to contribute to the meeting.

27. Designated Safeguarding Lead

27.1 We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Snr Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

27.2 We also have at least two Deputy Safeguarding Lead on each site, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Lead has received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

27.3 Oakfield's safeguarding arrangements are strengthened by four Senior Family Support Workers who are DSL trained and receive the same safeguarding training as the Senior DSL. They work alongside the Senior DSL, DSL team and a Secondary school Attendance Officer to identify concerns, support families, share information and coordinate timely intervention where attendance, welfare or safeguarding concerns arise.

27.4 All DSLs & DDSLs complete all required training for the role. Senior DSLs monitor regularly that training is up to date. They also ensure that they share any alerts/briefings made available to them so that all DSLs can fulfil child protection responsibilities to meet the need of pupils on Oakfield roll.

27.5 We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse.

28. The Senior Designated Safeguarding Lead is expected to:

28.1 **Manage Referrals:**

28.1.1 Refer cases of suspected abuse or allegations to the relevant investigating agencies.

28.1.2 Support staff who make referrals to children's social care and other referral pathways.

28.2 Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service. Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed 33 or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to do so when the criteria are met is a criminal offence.

28.3 Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

28.4 Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.

28.5 The Senior DSL is alerted via CPOMS to safeguarding concerns relating to pupils and provides oversight, direction and quality assurance through this system.

28.6 Where immediate advice or decision-making is required, the Senior DSL is available to discuss concerns with staff, DSLs and DDSLs to ensure timely action is taken to safeguard children.

28.7 The Senior DSL supports DSLs and DDSLs with complex safeguarding matters, including preparation for and attendance at multi-agency meetings where appropriate. Actions, decisions, advice and outcomes are recorded on CPOMS to ensure clear accountability, continuity and effective safeguarding oversight. The DSL meets weekly with DDSL's during leadership meetings which creates opportunity to discuss any safeguarding concerns or reflections.

28.8 All members of staff have received KCSIE whole school training and are aware of the relevant updates and implications for practice, they are, through annual training and regular safeguarding updates, aware of specific areas of safeguarding vulnerabilities, particularly for vulnerable children in our school. They are vigilant, to risks that can be within the home, school, and community environments. They are confident to come forward to DSLs with their thoughts and concerns. Staff have good relationships with the pupils and support them appropriately when disclosures are made.

Work with others:

28.8.1 Liaise with the headteacher/principal (where the Senior Designated Safeguarding Lead role is not carried out by the headteacher) to inform him/her of any issues and ongoing investigations.

28.8.2 As required, liaise with the 'case manager' (as per Part Four of KCSiE 2026) and the LADO where there are child protection concerns/allegations that relate to a member of staff.

28.8.3 Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.

28.8.4 Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.

28.8.5 Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.

28.8.6 Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2026 and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.

28.8.7 The headteacher, designated safeguarding leads and management committee are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.

28.9 The DSL team feedback to all member of staff all bulletins and briefings that immerge as current threats to Oakfield pupils.

The DSL team supports the development of the curriculum and wider learning experiences by sharing safeguarding themes, pupil voice, local intelligence and emerging risks with staff through meetings, briefings, bulletins, the staff notice board and CPD. This informs PSHE/RSHE, assemblies, targeted intervention and additional classroom learning opportunities, ensuring pupils are taught how to recognise risk, seek help and stay safe in and outside of school. The school also works alongside parents and carers and police where risk outside of school is identified.

28.10 **Undertake training:**

28.10.1 Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.

28.10.2 The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.

28.10.3 The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

28.10 During 2026–2027, Oakfield will continue to strengthen safeguarding awareness through planned CPD, staff briefings, safeguarding bulletins, induction, supervision, and updates from the Local Authority and safeguarding partners. Training will be responsive to emerging risks, local intelligence, safeguarding data, serious case review learning, online safety, child-on-child abuse, attendance, exploitation, mental health, SEND, and contextual safeguarding themes. Additional training or awareness sessions will be arranged where specific needs are identified for pupils, staff, sites or the wider school community.

28.11 **The training undertaken should enable the Designated Safeguarding Lead to:**

28.11.1 Understand the assessment process for providing early help and intervention through the Thresholds to access to services.

28.11.2 Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.

28.11.3 Ensure that each member of staff has access to the child protection policy and procedures.

28.11.4 Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes.

28.11.5 Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.

28.11.6 Be able to keep detailed, accurate, secure written records of concerns, decisions and referrals.

28.11.7 Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes.

28.11.8 Understand the reporting requirements for FGM

28.11.9 Understand and support children to keep safe when online and when they are learning at home [KCSiE 2026 Part Two – The Management of Safeguarding).

28.11.10 Encourage a culture of protecting children, listening to children and their wishes and feelings.

28.12 **Raise awareness**:

28.12.1 Ensure that the child protection policies are known, understood, and used appropriately.

28.12.2 Ensure that the child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.

28.12.3 Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.

28.12.4 Ensure that the child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect

28.12.5 Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

29. Child Protection file - The Senior Designated Safeguarding Lead is responsible:

29.1 For ensuring that when a child leaves the school or college their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.

29.2 For keeping a record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the management committee annually.

29.3 For keeping a record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.

29.4 Our school will maintain, keep and storing records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2026.

29.5 *The Senior DSL and DSL team ensure all safeguarding concerns are promptly reported, recorded on CPOMS, reviewed and actioned. Safeguarding files are transferred securely through CPOMS or another secure method in line with KCSiE 2026 Annex B.*

29.6 *Where a pupil moves to another school, college or alternative placement, relevant safeguarding information must be received and considered before the pupil starts, where possible. If a child becomes electively home educated, Oakfield will inform the Inclusion Team and will not remove the child from roll until written confirmation and appropriate Inclusion Team liaison have taken place.*

29.7 Availability - During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will be put in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2026 Part Two.

30. Headteacher

30.1 **The Headteacher of the school will ensure that:**

30.1.1 The policies and procedures adopted by the management committee, (particularly those concerning referrals of cases of suspected abuse, neglect and exploitation), are understood, and followed by **all** staff.

30.1.2 The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.

30.1.3 Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.

30.1.4 All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

30.1.5 The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements

placed on them through: - the *school's* Child Protection Policy; the *Staff Behaviour Policy/Code of Conduct Policy.*

30.1.6 The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2026.

30.1.7 Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, trainee teachers other staff, volunteers, and contractors in KCSiE 2026. If the allegation is against the Headteacher, then the *Management Committee* will manage the allegation – see below.

30.1.8 At Oakfield the Headteacher has additional LA responsibilities as Head of Service, therefore day to day responsibility for safeguarding issues are undertaken by the school Interim Heads allocated at each Oakfield site. In addition the secondary school has a head of secondary school who also provides oversight.

31. Governing Body and Multi- Academy Trust

31.1 We recognise our management Committee has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regarding to KCSiE 2026, ensuring policies, procedures and training in our school are effective and always comply with the law.

31.2 The management committee will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:

31.2.1 Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.

31.2.2 Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2026) as well as with local LRSCP guidance and monitors the school's compliance with them.

31.2.3 Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.

31.2.4 Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2026 page 38, 138 to 150 and annex B pages 183. The additional clarification and withholding information including guidance and procedures put in place by our school can be located on the schools shared drive.

31.2.5 Ensuring cooperation with the local authority and other safeguarding partners.

31.2.6 Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.

31.2.7 Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2026 Part One as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.

31.2.8 Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and person who will champion all safeguarding requirements.'

31.2.9 All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.

31.2.10 The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection/ safeguarding responsibilities including should any allegations be made against the Headteacher/ Principal.

31.2.11 The management committee will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2026 and LRSCP guidance.

31.2.12 Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.

31.2.13 Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.

31.2.14 Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2026 Part Four.

31.2.15 Ensuring that arrangements/procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school/college Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).

31.2.16 Ensuring a response if there is an allegation against the headteacher by liaising with the LADO or other appropriate officers within the local authority.

31.2.17 Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.

31.2.18 Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has policy, procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and resources to manage actions and support for those involved.

31.2.19 Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carer and informing where to get help and support.

31.2.20 Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.

31.2.21 Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.

31.2.22 Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy

31.2.23 Currently school premises are not used for non-school activities and this is unlikely to be the case in the future. The management committee are aware that if this should be the case in the future then they will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in pace, and inspect them as needed, including liaising with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the school or college roll.

31.2.24 Any safeguarding concerns involving outside organisations will be addressed through our school/college safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures.

31.2.25 Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.

31.2.26 Ensure at least one person on an interview panel has completed safer recruitment training.

31.2.27 Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2026 Part Three Safer Recruitment).

31.2.28 Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.

31.2.29 Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

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32. Looked After Children – The Role of Designated Teacher and the Designated Safeguarding Lead

32.1 A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.

32.2 The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.

32.3 We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

32.4 The Head of the Virtual school includes responsibility for promoting the educational achievement of children in kinship care. Therefore, schools should recognise that these children may require additional support to be successful in school, and our school will need to be able to respond to the children's needs and in accordance with local LRSCP procedures and KCSiE 2026 paragraph 233- 244).

33. Children with Special Educational Needs

33.1 We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

33.2 All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on -child harm, abuse, or harassment and particularly where that harassment or

harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

33.3 Staff should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the DfE:

• SEND Code of Practice 0 to 25 years, and Supporting Pupils at School with Medical Conditions.

33.4 Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children which include:

33.4.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

33.4.2 these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,

33.4.3 communication barriers and difficulties in managing or reporting these challenges risks that they do not understand that what is happening to them is abuse,

33.4.4 Oakfield does not provide intimate care for children or lifting and handling to children

33.4.5 That there may be occasions where children need additional support and this will e risk manged ensuring appropriate staffing to safeguard children

33.4.6 these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

33.5 addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

33.5.1 recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

33.5.2 Where children are identified as having SEND needs support additional sources of information to support the pupils needs are contained in their Individual Health Care Plans, Risk assessments, PHPs (positive handling plans), Transport plans, and any SEND Support/EHC plans.

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34. Acting where concerns are identified.

34.1 Our staff recognise the difference between concerns about a child and a child in immediate danger.

34.2 If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead, to agree a course of action.

34.3 If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

34.4 If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:

34.4.1 The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.

34.4.2 No promises will be made to the child, e.g., to keep secrets.

34.4.3 Staff will stay calm and be available to listen.

34.4.4 Staff will actively listen with the utmost care to what the child is saying.

34.4.5 Where questions are asked, this should be done without pressurising and only using open questions.

34.4.6 Leading questions should be avoided as much as possible.

34.4.7 Questioning should not be extensive or repetitive.

34.4.8 Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.

34.4.9 A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.

34.4.10 It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.

34.4.11 Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.

34.4.12 The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.

34.4.13 Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.

34.4.14 The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

Staff <u>should never</u> attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved, especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.

35. Confidentiality

35.1 We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

35.2 Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

35.3 The Headteacher or Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

35.4 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm. Staff should refer to the DfE Data Protection guidance for schools (DfE, 2023 updated July 2026).

35.5 We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <u>https://lrsb.org.uk/</u>

36. Information Sharing

36.1 Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children, 2026).

36.2 *We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:*

36.2.1 DfE KCSiE 2026 has several sections which provide clarity on information sharing processes and GDPR including within Annex B which makes clear the powers to hold and use information when promoting children's welfare.

36.2.2 Working Together to Safeguard Children 2026 paragraphs 19 to 37 and on pages 17 -20.

36.2.3 Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.

36.2.4 Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) Policy and Practice Guidance.

36.2.5 Staff and members of the Management Committee annually undertake GDPR awareness training accessed on the learning hub for LCC.

37. Records and Monitoring *[KCSiE 2026 paragraphs 72 to 73, Part Four, Part Five, Annex B]*

37.1 Oakfield uses the CPOMS system for recording concerns, where/if this is not possible staff are aware that concerns must be logged confidentially on paper or emailed, which must be labelled "Cause for Concern" completed with required information of the concern, signed and dated and given to the DSL without delay.

37.2 Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. As well as keeping records of concerns, discussions and decisions, designated safeguarding leads should keep record of the rationale for any decisions made.

37.3 At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

37.4 Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.

37.5 A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

37.6 Our school will ensure all our files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

38. Why recording is important

38.1 Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

38.2 Oakfield Short Stay School maintains children's records via CPOMS

38.3 We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at

the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

39. The Child Protection (CP), Child in Need (CiN) or Confidential file

(KCSiE 2026 Annex B pages 183.)

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

39.1 A 'child protection' or 'confidential' file should be commenced in the event of:

- A referral to First Response/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

39.2 All 'child protection' or 'confidential' information is logged/obtained on CPOMS:-

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

39.3 The school will keep electronic reports on CPOMS of concerns about children even where there is no need to refer the matter to First Response/Children's Social Care (or similar) immediately, but these records will be kept within the separate concerns file.

39.4 Records will be kept up to date and reviewed regularly by the Snr Designated Safeguarding Lead, to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

All members of staff have reporting access to CPOMS to enter 'Cause for Concern' 'Safeguarding' 'Child Protection' 'Child in Need' they do this via secure email/password access. DSLs have reporting, viewing, editing, and actioning permissions via secure email/password and 2 factor authentication security. Safeguarding logs are also kept securely (passworded) for immediate access to each pupils safeguarding status including last conference and plan review dates.

39.5 The 'confidential' file can be active or non-active in terms of monitoring i.e., a child is no longer LAC, subject to a child protection plan or EHAF and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise,

they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

40. Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):

40.1 Our school will adopt the file transfer guidance contained in KCSiE 2026 and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

40.2 For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2026 should a child subject to social care involvement transfer schools, college, or education provider we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

40.3 Our Senior DSLs will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

40.4 When a student moves to or from the school, if there are issues or concerns, a conversation between DSLs from both settings is recommended as good practice.

40.5 In accordance with KCSiE 2026 we will maintain information on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme.

40.6 When a child attends Alternative Provision the safeguarding file will remain with the child's school, the DSL must share relevant information to allow the Alternative Provision to safeguard the child. [KCSiE 2026 Annex B]

41. Recording Practice

41.1 Timely and accurate recording will take place when there are any issues regarding a child.

41.2 A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

41.3 The chronology will be brief and log activity; the full recording will be on the record of concern.

41.4 Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

41.5 Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

41.6 This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to First Response/Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

41.7 Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

41.8 The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

42. Educating Young People – Opportunities to teach safeguarding

(KCSiE 2026 paragraphs 156 to 166)

42.1 As a school we will teach children in an age-appropriate way about the four Cs of online safety, content, contact, conduct and commerce as outlined in KCSiE 2026 to include youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, fake news, disinformation and conspiracy theories, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness.

42.2 The education we provide for online safety will take into account the need for children to learn using online technologies to include generative artificial intelligence in a safe environment whether that be in *school* in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

42.3 We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

42.4 Our school is a mobile free environment by defaults: this includes between lessons, breaktimes and lunchtime. Anything other than this is by exception only by applying to the Headteacher/DSL.

42.5 Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school/college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

42.6 Oakfield have a policy on RSHE, it will be reflected in lesson planning over the academic year during curriculum planning. This planning will be thematic or used to support issues arising with the needs to individual pupils at a particular time as necessary.

42.7 IT arrangements are discussed with parents/carers initially at the point of induction (including the school transport plan which bans access to data whilst pupils are on the school journey for younger children). Parents/carers sign the school IT agreement. Links to online safety are sent regularly to all parent/carers, there are also links on our school website. During home visits and pupil review meetings discussions are had with parent/carers around online safety.

42.8 Any online access between school and home currently is the school Dojo secure system.

42.9 Oakfield pupils come onto roll at various times of the academic year, therefore it is often necessary to complete either RSHE or Online learning that may have been missed, or may need to be re-introduced, or extended upon, so that no opportunities are missed to ensure that pupils are aware of how to keep themselves safe.

43. Helplines and reporting

43.1 Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/

43.2 Where staff members feel unable to raise an issue with their employer or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing help@nspcc.org.uk

43.3 Advice and information for parents including weblinks:

Childrens Social Care:- 0116 3050005

- Children & Family Well-being Service:- 0116 3058727
- Family Information Service:- 0116 3056545
- CEOPS (child exploration and o n-line protection) https:ceop.police.uk/safety
- https://www.leicestershireautisticsociety.org.uk/
- https://www.adhdsolutions.org/
- www.healthforkids.co.uk
- www.myselfrefeferral-llr.nhs.uk
- • Mental health support https://youngminds.org.uk/find-help/for-parents/parents-helpline/

- Thinkuknow - Advice for keeping children safe on
- line https://www.thinkuknow.co.uk/ and
- https://www.nspcc.org.uk/keeping-children-safe/

43.4 Parents can also find information, including the above on the Oakfield School website https://www.oakfield.leics.sch.uk/useful-information-1/

43.5 Parents and carers are regularly signposted to appropriate sources of safeguarding advice and support, including the NSPCC and Young Minds. This may be in response to an identified concern, emerging theme or individual family need, and may be shared through letters, email, text message, school communications, home visits or direct discussion with parents/carers. The school will provide relevant information to help families access support for themselves and their children where needed.

44. Child on child sexual harassment and sexual violence

44.1 The school has a zero-tolerance approach to sexual harassment and sexual violence. Abuse will never be tolerated or seen as banter, just having a laugh or part of growing up.

44.2 All staff must have 'it could happen here approach'.

44.3 Forms of child-on-child abuse can be:

- bullying (including cyberbullying, prejudice-based and discriminatory
  • abuse in intimate personal relationships between children (also known as teenage relationship abuse),
  • physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
  • physical assault and harm, or the threat of harm with a weapon,
  • harmful sexual behaviour, sexual violence and sexual harassment – which may include misogyny/misandry.
  • consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party,
  • upskirting (which is a criminal offence44), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
  • initiation/hazing type violence and rituals.

44.4 Disclosures or concerns about HSB must be reported immediately to the DSL following the reporting procedures. The Hackett continuum will be used to measure the behaviour.

44.5 Records will be recorded on add school's safeguarding system.

44.6 All children involved in an incident will be seen as victims.

44.7The school will, if necessary, seek advice from a safeguarding partner or refer to resources from the Centre of Expertise on Child Sexual Abuse.

44.8 In some cases, such as one of incidents or HSB or sexual harassment, it may be appropriate for the school or college to manage the situation internally.

44.9 In some cases, the school will have a statutory duty to refer the incident to the police and/or social care. Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help schools and colleges decide when to engage the Police and what to expect of them when they do.

44.10 The school will seek to protect children's anonymity.

44.11 Risk and needs assessments will be put in place.

45. Children who are questioning their gender

45.1 The school recognises that some children and young people may question their gender. We are committed to providing a safe, supportive, respectful and inclusive environment for all pupils, while ensuring that safeguarding and the welfare of the child remain paramount.

45.2 In accordance with Keeping Children Safe in Education 2026, the school will adopt a safeguarding-led approach when responding to any child who is questioning their gender. Decisions will be made on an individual basis, taking account of the child's age, developmental stage, **wishes and feelings**, wider vulnerabilities, educational needs, mental health, neurodiversity, family circumstances and the rights and wellbeing of other children. The child's best interests will always be the primary consideration.

45.3 The school will not initiate social transition. Where a child or parent/carer requests changes relating to social transition, including changes to name, pronouns, appearance or how a child is treated within the school community, these matters will be considered through the school's safeguarding procedures and under the leadership of the Designated Safeguarding Lead (DSL). Any decisions will be carefully assessed, recorded and reviewed.

45.4 Parents and carers will be involved in the vast majority of cases. The school will only consider delaying or limiting parental involvement where there is reasonable cause to believe that doing so is necessary to protect the child from a risk of significant harm. In such circumstances, the DSL will seek appropriate safeguarding advice and take action in accordance with child protection procedures.

45.5 The school acknowledges that children who are questioning their gender may have additional vulnerabilities or complex needs and may benefit from appropriate health, social care or other professional involvement. The school will work collaboratively with families and relevant agencies where appropriate to promote the child's welfare.

45.6 The school will comply with all relevant legal duties, including safeguarding, equality, data protection and human rights legislation. Arrangements relating to toilets, changing facilities, residential accommodation, sport and the recording of pupil information will be managed in line with current statutory guidance and the school's legal obligations.

45.7 All concerns, discussions, decisions and the reasons for those decisions will be recorded in accordance with the school's safeguarding and record-keeping procedures.

45.8 KCSiE 2026 paragraphs 95-98 confirms that schools and colleges can lawfully separate children according to their biological sex for sport. In cases where a gender questioning child makes a request relating to how they participate, if “there are no safety concerns”, settings should consider “whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.”

Oakfield supports and promotes equality and diversity however accepts there may be occasions where decisions will be made on a case-by-case basis, with parental involvement where appropriate, and with oversight from the DSL team and senior leaders.

45.9 KCSiE 2026 Paragraphs 107-118 explain that when it comes to toilets, showers and changing facilities, children must not be allowed into the spaces “designated for the opposite biological sex.” In instances where a child does not want to use these spaces, “schools and colleges should consider whether they can provide an alternative.” Schools and colleges must keep a record of any such situations and “ensure they are communicated appropriately” and regularly reviewed.

Decisions will be made on a case-by-case basis, with pupil and parental involvement where appropriate, and with oversight from the DSL team and senior leaders.

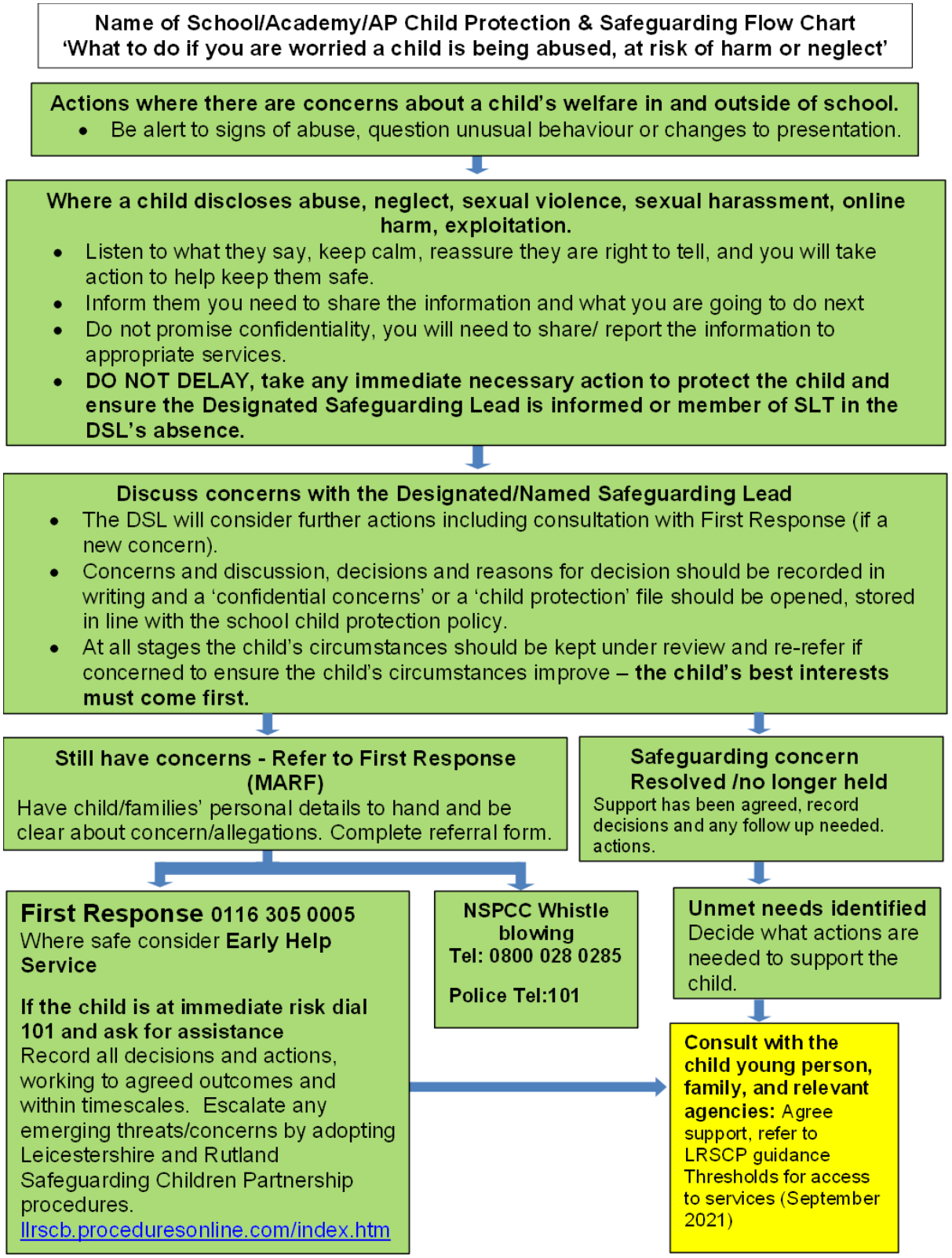
45.10 Paragraphs 197-202 include new guidance that schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. This must be considered when responding to a request for social transition, where the rule still applies. If a child doesn’t want to share with a child of the same biological sex, alternative arrangements may be sought, but they “should not compromise the safety, comfort, privacy or dignity of any child.” Include your setting specific statement for sport here.

Where any such considerations need to be made Oakfield will use risk assessments, liaise with the pupil and parent to ensure appropriate arrangements are considered to ensure everyone’s safety.

The following appendices are a part of this policy

Appendix 1	*LCC LA Flow Chart 2026-2027 'What to do if you are worried a child is being abused or at risk of harm, neglect, or online harm.*
Appendix 2	*Template: Case Record and Chronology form. Available on CPOMS*
Appendix 3	*Template: Logging a concern about a child's safety and welfare. Available on CPOMS*
Appendix 4	*Template: Body Maps Guidance and Body Maps.* Available on CPOMS
Appendix 5	*Policy and procedures to manage with child-on-child abuse and sexual violence and sexual harassment from September 2026 to 2027 (add here to policy as an appendix if not in main body of the school/college Child Protection Policy for 2026-2027).*
Appendix 6	*Existing Injuries Form – Tool to support reflection.*

Appendix 1



Contacts: For any allegations/concerns regarding an adult who works with (in either paid/voluntarily) employment with children contact the LA Designated Officer (LADO) CFS-LADO@leics.gov.uk Outside of office hours, contact the First Response Children's Duty Team: 0116 305 0005

LA Safeguarding and Compliance Lead *Charlotte.Davis@leics.gov.uk* 0116 305 7750

Appendix 2

Case Record/Chronology

CONFIDENTIAL

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		**Form:**
Date:	**Information/Details of concerns or contact:**	**Print Name & Signature:**

Appendix 3

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	**Date of Birth:** **FORM:**
Date and Time of Incident:	**Date and Time (of writing):**
Name: **Print:** **Signature:** **Job Title:**	
Note the reason(s) for recording the incident.	
Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	
Professional opinion where relevant (how and why might this have happened?)	
Note actions, including names of anyone to whom your information was passed.	
Any other relevant information (distinguish between fact and opinion).	

Check to make sure your report is clear to someone else reading it.

Please give this form to your Senior Designated Safeguarding Lead

Part 2 (for use by the Senior Designated Safeguarding Lead (DSL)

Time and date information received by DSL, and from whom.		
Any advice sought by DSL (date, time, name, role, organisation, and advice given).		
Action taken (referral to First Response (MARF completed)/children's social care/monitoring advice given to appropriate staff/EHAF etc. with reasons. Rationale for decision recorded. Note time, date, names, who information shared with and when etc.		
Parent's informed Y/N and reasons.		
Outcome Record names of individuals/agencies who have given information regarding outcome of any referral (if made).		
Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?		
Should a concern/ confidential file be commenced if there is not already one? Why?		
Signed		
Printed Name		

Appendix 4

Body Map Guidance for Schools

Medical assistance should be sought where appropriate.

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services,**

e.g., First Response or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds, and burns:

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?

- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's child protection file.

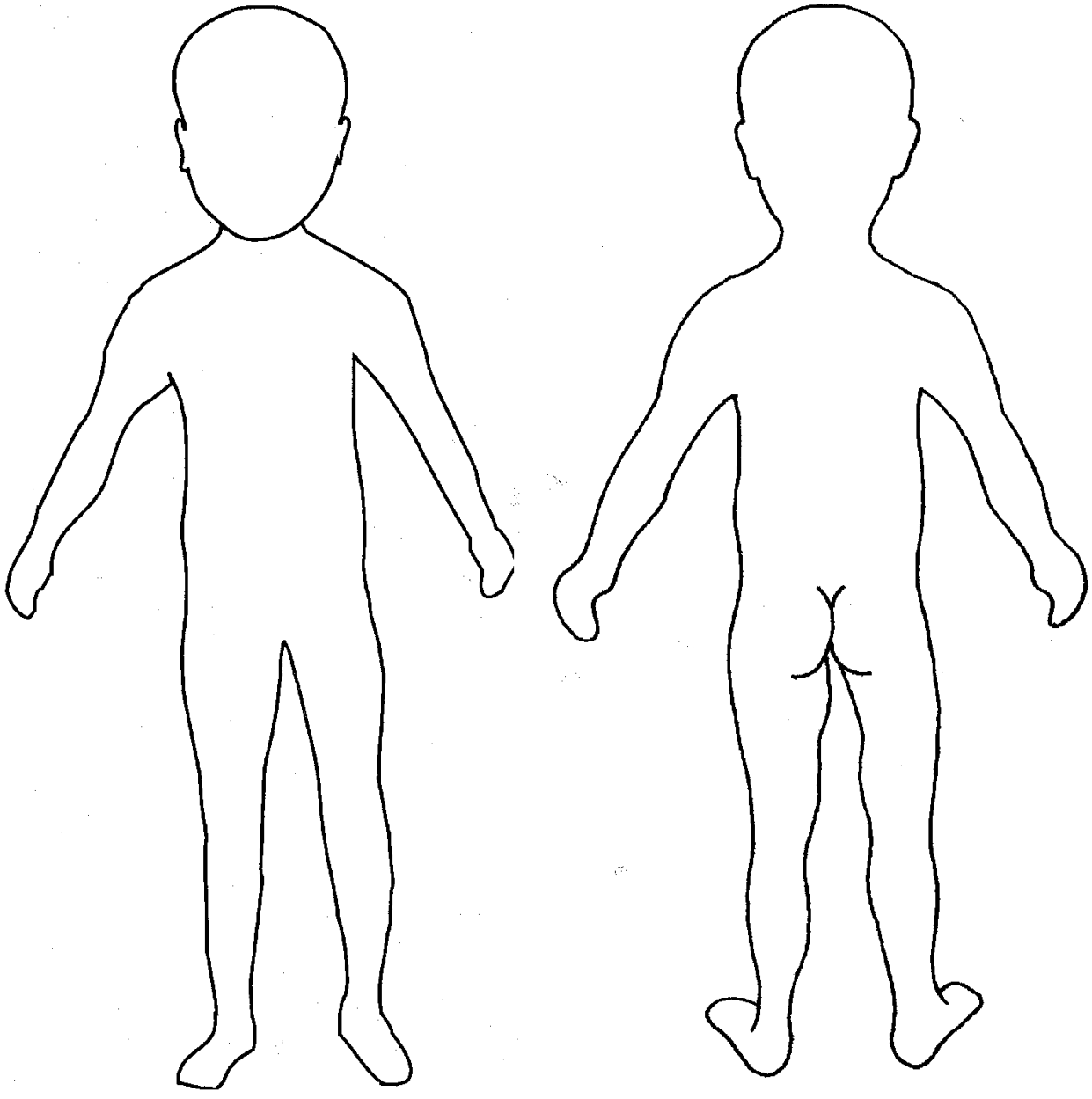
BODYMAP

(This must be completed at time of observation)

Names for Child: ..... Date of Birth: .....

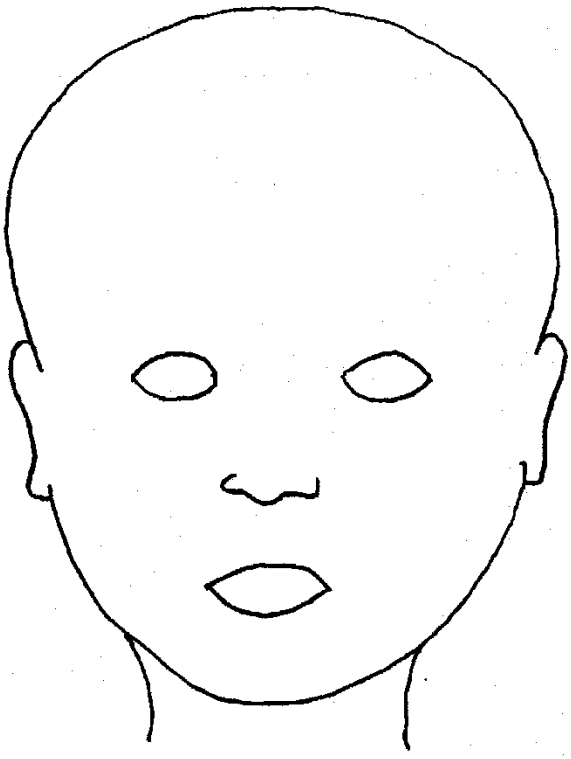
Name of Worker: ..... Agency: .....

Date and time of observation: .....

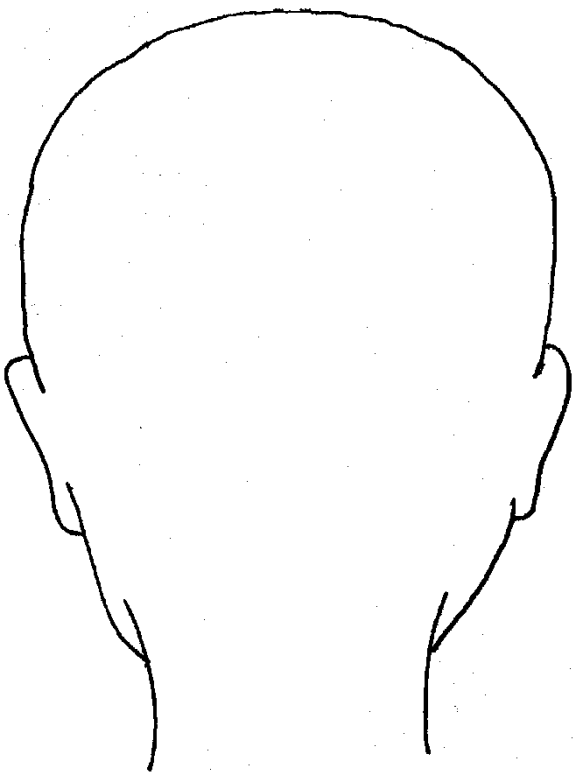


Name of Child: .....

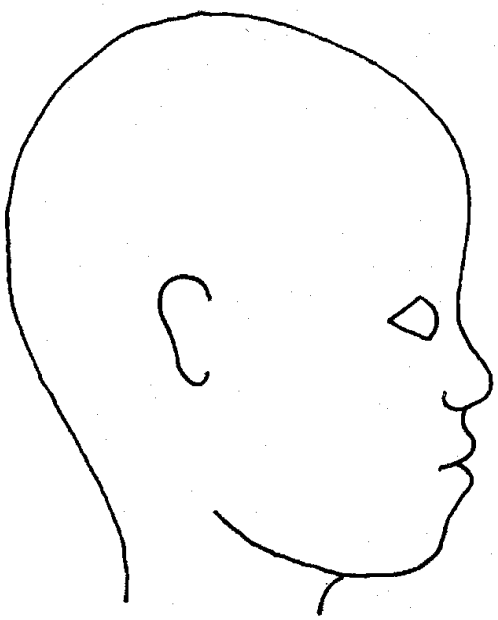
Date of observation: .....



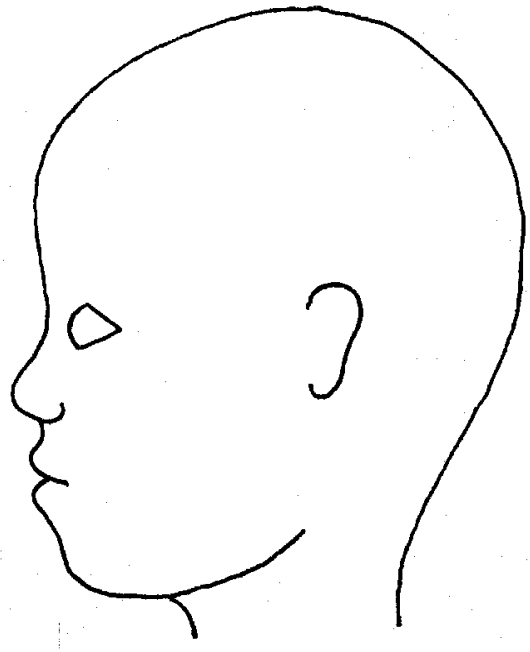
FRONT



BACK

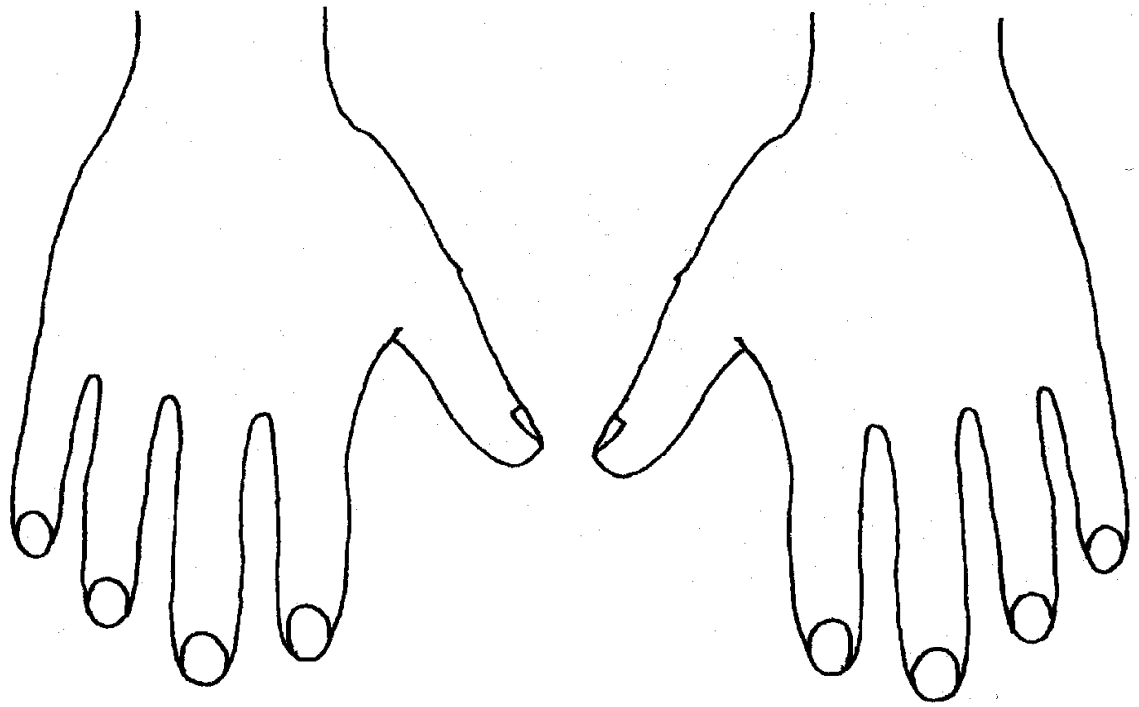


RIGHT



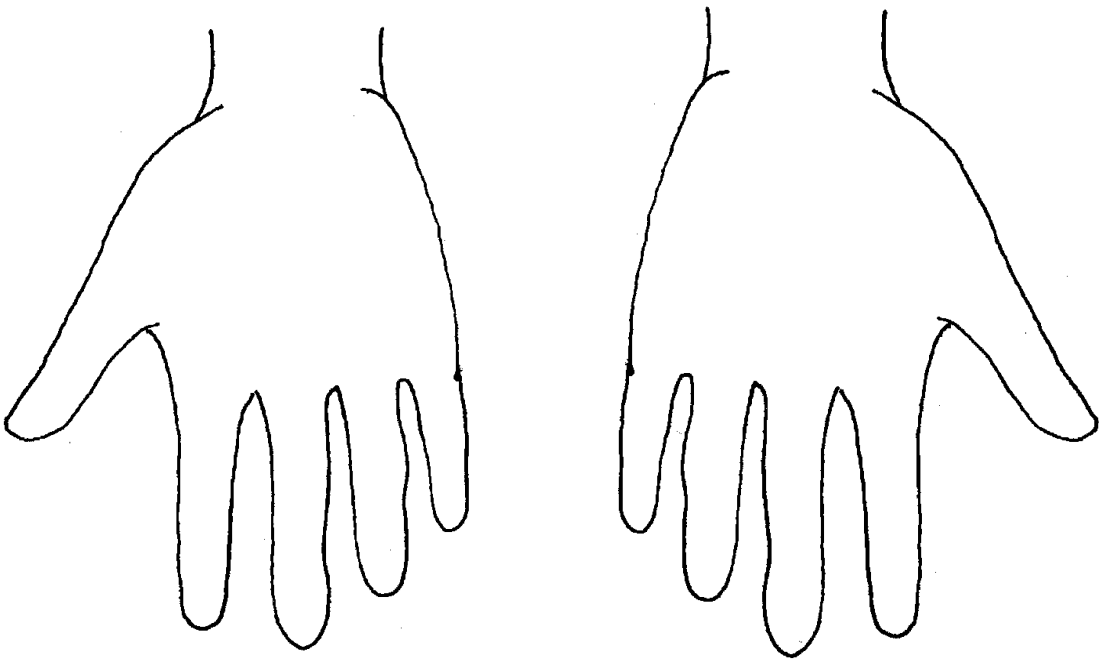
LEFT

Name of Child: ..... Date of observation: .....



R **L**

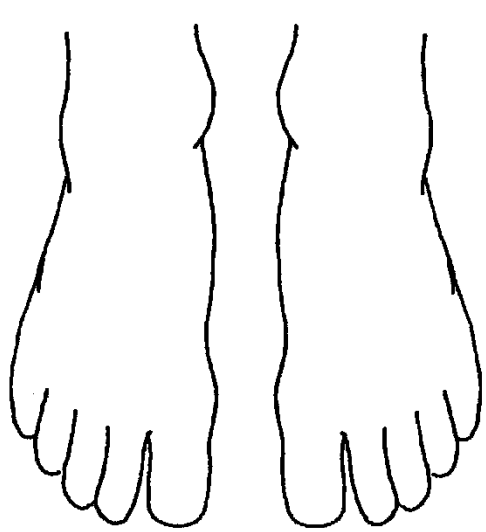
BACK



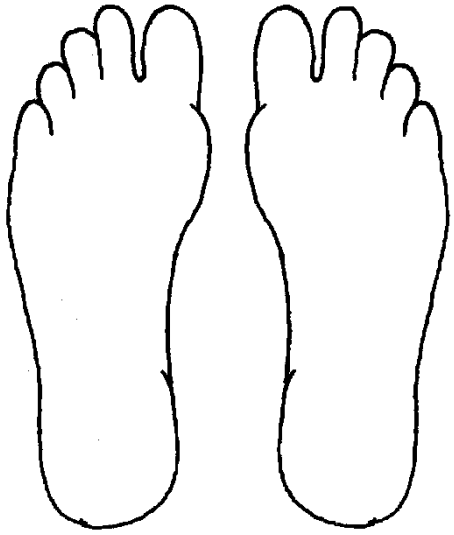
R **L**

PALM

Name of Child: ..... Date of observation: .....



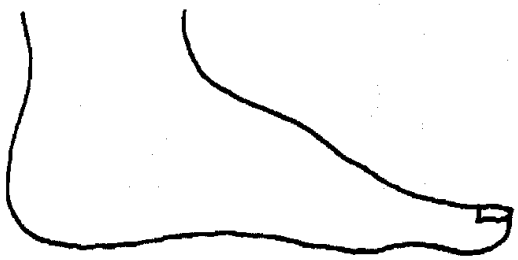
R TOP L



R BOTTOM L

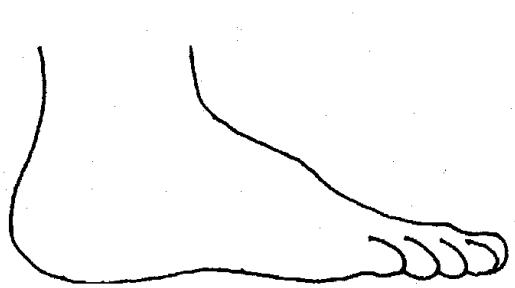


R

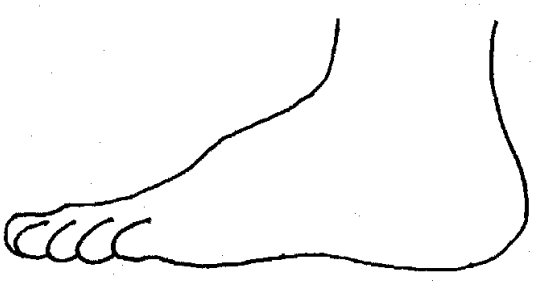


L

INNER



R



L

OUTER

Printed Name and Signature of worker: ..... Date: Time: .....

Role of Worker: .....

Other information:

.....

Appendix 5 – *If appropriate, add stand-alone policy and procedures to manage sexual harassment and sexual violence between children in school/college from September 2026-2027 if not included within the main framework of your child protection policy.*

Appendix 6

Existing Injuries Form – Tool to support reflection.

The recording of injuries which children have sustained outside of a care or education setting, including the explanation given by the child, their parent or carer, plays a key role in identifying safeguarding concerns. Lessons from Child Safeguarding Practice Reviews tell us that the reflection which takes place alongside the recording is also key, particularly in identifying patterns to injuries.

This tool has been co-designed by practitioners who are dealing with these issues on a day-to-day basis. Whilst it is for each setting to determine how they discharge their safeguarding responsibilities, this tool is being made available to support you in the difficult work you do, with the aim of keeping our children safe.

Are there existing safeguarding concerns or Children's Social Care current or past involvement?	Yes / No Comments:
When was the last injury(ies)?	Date(s) and injury(ies)
Is this part of a pattern?	Yes / No Comments:

Is the explanation consistent with the injury?	Yes / No Comments:
Is the explanation concerning or are there conflicting explanations?	Yes / No Comments:
Interpretation of level of risk	Low Medium High
Actions to be taken, either in response to the injury, or to reduce further risk. What, By who, By when	

Referral to First Response Y/N	
Signed by…. Role…. Date	Reviewed by (e.g., DSL) …. Date….