



SAFEGUARDING POLICY

Date Approved by Governors	September 2021
Review Date	September 2022
On Behalf of Governors Signed	Signed copy on file
Print Name	
On Behalf of Governors Signed	
Print Name	
Principal's Signature	

All One In A Million Free School Policies have been devised to ensure that:

- OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence.
- Students from all backgrounds and all abilities are welcome
- Each student has the opportunity to flourish and achieve their potential
- We value the individuality of each student within the context of membership of our community
- We are committed to raising educational attainment and improving our students' life chances
- We provide an environment in which all students will be self-aware, self-disciplined and confident
- All students will understand how to make a positive contribution to our extended community
- We support academic, creative and personal achievement through our focus on Sport, the Arts and Enterprise.

This policy should be read in conjunction with the:



Safeguarding Policy

- OIAMFS Child Protection Policy, where the signs and symptoms of child abuse are laid out
- OIAMFS Whistleblowing Policy
- OIAMFS Child Sexual Exploitation Policy
- OIAMFS Peer On Peer Abuse Policy
- Keeping Children Safe In Education (2021)
- Working Together To Safeguard Children (2018)
- OIAMFS Preventing Radicalisation Policy)
- The Education Act (2002)
- Education (Independent School Standards) Regulations (2014)
- The Children Act (2004)
- Serious Crime Act (2015)
- The Rehabilitation of Offenders Act (1974)
- Counter -Terrorism & Security Act (2015)

Introduction

One In A Million Free School (OIAMFS) fully recognises its responsibilities for keeping its students safe. OIAMFS is committed to safeguarding aims, which create a culture of vigilance.

Our policy applies to all staff, governors and volunteers working in the school and visitors to the school.

There are six main elements to our policy:

- Ensuring that we practice safer recruitment in checking the suitability of staff and volunteers to work with children
- Raising awareness of child protection issues and equipping students with the skills needed to keep them safe – this includes issues such as grooming into extremist thinking or into Child Sexual Exploitation
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse and/or radicalisation
- Supporting students who have been abused in accordance with his/her agreed child protection plan
- Establishing a safe environment in which students can learn and develop.
- Providing appropriate training and guidance for all staff in identifying and reporting all Safeguarding concerns.



Safeguarding Policy

These are in keeping with the definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children September 2018 that covers:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring 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.

Underpinning Values

Where there is a safeguarding issue, OIAMFS will work in accordance with the principles outlined in the Bradford Safeguarding Children Board Inter-agency child protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances
- Parents will be advised about OIAMFS's Safeguarding Policy on admission to the school. A copy of this policy is available on the website
- Individual students and family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership to safeguarding children's welfare. However, it may not always be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare (see also section on confidentiality below).



Safeguarding Policy

In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict “need to know” basis

- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation
- Providing early support is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance.

Procedures

We recognise that because of the day-to-day contact with children, OIAMFS staff are well placed to observe the outward signs of abuse. OIAMFS will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure students know that there are adults in OIAMFS whom they can approach if they are worried or have concerns about themselves or others
- Include opportunities in the PSHE curriculum for students to develop the skills they need to recognise and make appropriate choices to enable them to stay safe from abuse.

We will follow the procedures set out to:

- Ensure we have Designated Safeguarding Lead (DSL), formerly the named person) for child protection who has received appropriate training and support for this role. The DSL, Mr Gallagher, will undertake this role in OIAMFS. Ms Woodcock and Mr Rees have also have undergone the ‘Designated Safeguarding Lead’ training to ensure that in the absence of the DSL (Mr Paddy Gallagher), the school also has a Deputy Designated Safeguarding Lead (Miss Katy Woodcock), who has also received appropriate training and is fully qualified to assume the DSL role in Mr Gallagher’s absence.
- Ensure we have a nominated governor (Mr Richard White) responsible for child protection
- Ensure every member of staff (including temporary, supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Leads (DSL’s) (Mr Gallagher, Ms Woodcock) responsible for child protection



Safeguarding Policy

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL's who are responsible for child protection.

In line with guidance in Keeping Children Safe In Education, OIAMFS will ensure that:

- The Governing bodies and proprietors have a senior board level (or equivalent) lead to take leadership responsibility for their school's or college's safeguarding arrangements.
- The OIAMFS principals should ensure that the policies and procedures, adopted by the OIAMFS Governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.
- The Governing body should ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.
- On those occasions when OIAMFS chooses to employ supply agency staff, the school shall ensure that the agency is aware of its process for managing allegations, and as appropriate, invite a representative of the agency to meet with the school's Cover Supervisor to discuss and agree all aspects of the school's practice and policy.

Whilst OIAMFS is not the direct employer of agency staff, it will respond to any allegation against those staff by:

- Ensuring that all allegations are investigated fairly and comprehensively
- Informing the agency of the allegations and discussing with the agency whether it is appropriate to suspend or redeploy the agency member of staff until all investigations are completed
- Liaising with the LADO to determine all actions and outcomes
- Inviting the supply agency to be fully involved and cooperate with any/all enquiries from the LADO, Police, Children's Social Services and any other appropriate external agency. However, OIAMFS will usually take the lead in investigating any concerns or incidents, as typically supply agencies do not have direct access to children or other school staff.
- The allegations management meeting, which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by OIAMFS during any investigation.



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- Ensure that parents/carers have an understanding of the responsibility placed on OIAMFS and staff for child protection by setting out its obligations in OIAMFS's prospectus
- Notify social services if there is an unexplained absence of more than one day of a student who is on the child protection register
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Inform the Local Authority Designated Officer (LADO) if there is a concern about an adult in school
- The DSL's will keep written records of all concerns about students, even where there is no need to refer the matter immediately to an outside agency.
- All verbal conversations or concerns raised by students will be recorded at the earliest opportunity by the staff member involved
- Ensure all records are kept securely; separate from the main student file, and in a secure location
- Ensure the 'Bound Book' that records incidences of physical restraint is kept up to date and is stored in a secure and appropriate location
- Follow agreed procedures where an allegation is made against a member of staff or volunteer
- Ensure safer recruitment practices are always followed
- Ensure all staff who work in the OIAMFS building undertake appropriate training around safeguarding at regular intervals including an annual review.

OIAMFS will adhere to the guidance presented in 'Keeping Children Safe in Education 2020' which notes that where a member of staff has, 'behaved or may have behaved in a way that indicates they may not be suitable to work with children' as being an area for appropriate consideration and potential action. This is to take account of situations where a person's behaviour outside of school may suggest 'transferable risk'. For example, where a member of staff is involved in an incident outside of school, which did not involve children but could have an impact on their suitability to work with children.

Safer Recruitment Measures

OIAMFS will have regard for 'Keeping Children Safe in Education (2021), Part three: Safer recruitment' and ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by a learner as a safe and trustworthy adult including temporary staff, volunteers, Governors and Directors and staff employed by contractors.

The School's safer recruitment procedures are designed to:



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- Verify applicant's identity
- Check applicant's qualifications/experience/ employment/history
- Obtain professional and character references
- Check applicant's health and physical capacity to undertake the job
- Hold a face-to-face interview for all candidates with at least one member of the panel who has attended safer recruitment training
- Ensure all adults in regulated activity with the children have been DBS checked and barred list checked.
- Make staff aware of their contractual, legal, administrative and pastoral responsibilities.

In recruiting and appointing staff, the OIAMFS Principal and the School's Governing Body recognise that they have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

Employees: Advertising / Shortlisting / Interviews

OIAMFS will ensure that all employment advertisements make clear the school's commitment to safeguarding and promoting the welfare of children:

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

- All person specifications include specific reference to suitability to work with children.
- OIAMFS will ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.
- OIAMFS will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed. OIAMFS will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.
- References will be checked by OIAMFS to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example, if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.



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- Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post.
- As part of any recruitment OIAMFS will verify the successful applicant's identity, when they arrive for an interview.
- OIAMFS will verify that the successful applicant has all the academic or vocational qualifications claimed. We check his or her previous employment history and experience.
- The school will conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

Offer of Appointment

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our preemployment checks. Before new staff are appointed, OIAMFS will:

- Verify a candidate's identity from current photographic ID and proof of address
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity
- Verify the candidate's mental and physical fitness to carry out their work responsibilities.
- Verify professional qualifications, as appropriate.
- Conduct additional checks on individuals who have lived or worked outside the UK: Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, OIAMFS will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered. We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the LA's guidance and the advice on the GOV.UK website.
- Use the DQT to provide restriction information about teachers from the European Economic Area (EEA) and these checks will be recorded for staff from these countries. All schools have a statutory duty under the new Home Office guidance issued on 6 April 2017, which states that: "All Tier 2 (General) visa applicants who want to work in specified health, education or social care sectors must provide a criminal record certificate and so for all new appointments, schools must consider additional checks, including obtaining a Certificate of Good Conduct, where staff have ever lived or worked abroad". The requirement is applicable to all *Tier 2 (General) staff from any country (excluding the United Kingdom and Northern Ireland), where an individual has lived or worked for more than 12 months+ either in total or continuously as well as within the previous 10 years.



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Single Central Record (SCR)

OIAMFS keep a SCR for the school. Generally, the information to be recorded is whether or not the following checks have been carried out or certificates obtained, and the date on which the checks were completed and by whom:

- An identity check;
- A barred list check;
- An enhanced DBS check;
- A prohibition from teaching check;
- Further checks on people living or working outside the UK;
- A check of professional qualifications; and
- A check to establish the person's right to work in the United Kingdom.

The SCR will cover the following people:

- All staff (including supply staff) who work at the school
- All others who work in regular contact with children in the school including volunteers.
- Governors In order to comply with the requirements of the Data Protection Act, we will not retain a copy of the individual's Disclosure and Barring Service (DBS) Certificate. However, copies of other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept on their personnel file.

Support

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. In following the recommendations of keeping Children Safe In Education 2021, all OIAMFS staff should:

- Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Be vigilant as multiple safeguarding issues will overlap with one another
- Be aware of the risk factors that increase the likelihood of involvement in serious violence



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OIAMFS may be the only stable, secure and predictable element in the lives of children at risk. When at OIAMFS their behaviour may be challenging and defiant or they may be withdrawn. OIAMFS will endeavour to support the student through:

- The content of the curriculum
- The OIAMFS's ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued
- Assemblies where the issues that make our students vulnerable are explored in an open and sympathetic manner
- OIAMFS's Attitude for Learning Policy that is aimed at supporting vulnerable students in OIAMFS. OIAMFS will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other voluntary and statutory agencies that support the student such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service and bereavement counselling service
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

OIAMFS is mindful of the following issues:

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying
- Peer on Peer Abuse
- Sexual Violence and Harassment
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Honour based violence



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- Mental health
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Maintaining Professional Boundaries

Maintaining personal, professional and protective boundaries is a crucial consideration for those working at OIAMFS. Recognising the importance of professional boundaries is an essential part of our work as educators. How staff present themselves, how they interact with others and their general conduct are highly significant when working directly with students within our school community. Attention to personal presentation and professional conduct assists in safeguarding students and keeping them from harm.

Safeguarding students and protecting staff from the risk of allegation are clear priorities for OIAMFS. Personal and professional boundary setting should seamlessly flow through all interaction and intervention within the school. Such boundaries should shape relationships with students, families, care givers, representatives of other agencies and professional colleagues.

Duty of Care

Duty of care refers to the responsibility of those staff members, employed within a position of trust, to provide students with adequate levels of protection against harm and to safeguard their welfare at all times.

Confidentiality

OIAMFS is fully aware that the timely sharing of information with appropriate individuals and agencies is a critical feature of effective safeguarding and that the Data Protection Act (2018) and GPDR should not and do not prevent or limit the sharing of information for the purposes of keeping children and young people safe. If staff do need to share 'special category personal data', the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent.

Through an initial induction and throughout regular training events throughout the school year, staff are instructed that they should never promise a child that they will not tell anyone about a report or disclosure of abuse, as this may not be in the child's best interests.



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If OIAMFS are in any doubts around confidentiality and information sharing, they are to speak with the school DSL or DDSLs.

Information – sharing

OIAMFS staff shall void sharing personal information and staff will be instructed that online boundary-setting is as important as classroom and school - based boundaries. Staff should avoid:

- Discussing personal lifestyle details of self, other staff or students unless directly relevant to the learning topic and with the individual's consent
- Correspondence of a personal nature via any medium
- Photographing, audio recording or filming students via any medium without authorisation
- Using personal rather than school equipment for approved activities unless authorised to do so by members of the school leadership team
- Facilitating or permitting access to pornographic or sexually explicit material
- Failing to intervene in the harassment of any student or member of school staff

Shared and Agreed Boundaries

The teacher – student relationship is not equal. Teachers and all education professionals are in a unique position of trust, care, responsibility, authority and influence with their students. This means that there is always an inherent power imbalance within the teacher-student dynamic. With this in mind, OIAMFS encourages all employees to consider the following features of their conduct.

Appropriate Language

Staff can and should develop positive and trusting relationships with the students they teach, but they are not and should not be 'friends' with them. On this basis, staff should always be thoughtful about the language which they might be using when engaging with students or colleagues. Sensitive thought and challenge should be explored in relation to inappropriate language or terms. Examples to avoid include:

- Use of inappropriate names or terms of endearment
- Inappropriate conversation or enquiries of a sexual nature
- Inappropriate comments about a child's appearance, including excessive flattering or personal criticism
- Discussing information regarding other students or members of staff
- Being overheard while on the telephone



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- Disrespectful or discriminatory treatment of, or manner towards students based on their perceived or actual sexual orientation
- Humiliation, profanity or vilification
- Suggestive humour 'banter' or innuendo of a sexual nature
- Obscene or inappropriate gestures and/or language

Personal Space

Respecting the personal space and privacy of all members of the OIAMFS community needs to be considered at all times. It is critical that staff remember that students can read different interpretations into their actions. It is also very easy for these situations to escalate if staff are not sensitive and proactive in managing boundaries. The exception to this will always be related to Safeguarding and the safe management of risk. Staff should avoid:

- Unwanted or unwarranted touching of a student personally or with objects
- Corporal punishments
- Initiating, permitting or requesting inappropriate or unnecessary physical contact with a student or facilitating situations which unnecessarily result in close physical touching.

Work and Home

Work and home or the personal and professional should be held separately. Remaining 'in role' at all times minimises the likelihood of false, or unfounded allegation and ensures that professional codes of conduct are adhered to. Staff should avoid:

- Inviting, allowing or encouraging students to attend your home
- Allowing students access to a staff member's personal internet locations and personal devices
- Attending student's homes or their social gatherings
- Being alone with a student outside of a staff member's responsibilities, unless agreed by a member of the leadership team
- Entering changing rooms or toilets occupied by students when supervision is not required or appropriate or using toilet facilities allocated to students.
- Undressing using facilities set aside for students, or in their presence
- Transporting a student without prior permission
- Giving personal gifts or granting special favours
- Singling out the same students for special duties or responsibilities.



Modelling behaviour

Staff are role models to the students that they work with, and it is important that staff promote and respect difference. They also have a responsibility to challenge negative assumptions, behaviour and language whenever it occurs. This is how young people will learn ways of thinking about themselves and others.

Personal appearance

Staff should maintain high levels of appearance and personal self-care. All staff are professional representatives of the school and are modelling self-respect, core values, expectations and consistent approaches. Staff should ensure that they:

- Dress appropriate to the activities the individual is engaged in
- Wear suitable protective equipment where provided and appropriate
- Wear identity badges / lanyards
- Comply with all aspects of the school's Dress Code.

This policy should be read in conjunction with the OIAMFS's Recruitment Policy and the Child Protection Policy (that sets out our definitions and clarifies what we understand abuse to mean).

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. Keeping Children Safe in Education (2019) states that: "Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences."

In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing
- The DSL's have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- Advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- Awareness raising about FGM is incorporated in the schools safeguarding training so that all staff and volunteers are able to identify indicators.



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If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- To alert the lead DSL to their concerns. This member of staff will then refer concerns to children's social care. If a student has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the student's wishes. There is mandatory duty on teachers to report disclosures on FGM about a female under 18 personally to the police. 'If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police' (Keeping Children Safe In Education 2021).
- Not to consult or discuss with the student's parents or family, or others within the community.

'Honour' Based Violence (HBV)

This is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The 'honour' code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family.

Internet Safety

- Students are encouraged to use the internet for educational purposes, but safely at all times.
- Students and staff must sign an agreed usage form
- Inappropriate use of the internet is referred to the Head of Year in the first instance.

This is a form of domestic abuse which is perpetrated in the name of so called Internet Safe. As part of their transition all students are made aware of where and how to report any concerns which they have about personal health and safety, or that of others. Students are encouraged to speak to any teacher, their Coaching Team Leader, Head of Year or DSL/DDSL.

The school bans the use of mobile phones on site. The reason for this relates not only to disruption of lessons, but also because of the risk of theft and to reduce the possibility of cyber-bullying within the school environment. Students are aware of the procedure should their phone be confiscated. Under exceptional circumstances students may use their phones under the direction of a member of staff.

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, tablets, laptops, mobile phones, webcams, gaming consoles etc. place an additional risk on our children.



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Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the Internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The Internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this school.

Students can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping) or distributing indecent images of children (e.g. sexting).

OIAMFS will utilise the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

OIAMFS follows the DfE guidelines on dealing with student electronic devices. This states that:

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm
- Disrupt teaching
- Break school rules
- Commit an offence
- Cause personal injury
- Damage property.

Any data, files or images that are believed to be illegal **must not be deleted**. They will be passed to the police as soon as practicable, including abusive or pornographic images of children, without deleting them.

In the event of the discovery of any data, files or images that are not believed to be unlawful, the involved student should be asked to delete them.

Further, in order to help protect our students

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information



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- Students are encouraged to discuss openly their use of technology and anything, which makes them feel uncomfortable. (If this results in child protection concerns the school's lead DSL will be informed immediately)
- Students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Students and staff should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Further to the Coronavirus Pandemic on those occasions when 'children are being asked to learn online at home the DFE has provided advice to support schools and colleges do so safely: ['safeguarding in schools colleges and other providers'](#) and ['safeguarding and remote education'](#). (Keeping Children Safe In Education 2021).

The One In A Million practice regarding offering a safe online learning provision is detailed in the school's Child Protection Policy.

Sexting

This is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

If staff members are aware or are made aware of or have concerns around an incident or event involving sexting, they are required to report it to the school DSL immediately. Staff must NOT:

- View, download or share the image/s or ask a student to share or download it. If staff have already viewed the image by accident, they must report this to the DSL immediately
- Delete the image or ask a student to delete it
- Ask the student/s who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Share information about the incident with other staff members, students, parent / carers.
- Say or do anything to blame or shame the young people involved



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Peer On Peer Abuse

One In A Million recognises that children are vulnerable to and capable of abusing their peers. As a school, we take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

In cases where peer on peer abuse is identified, OIAMFS will follow our school Child Protection, Peer On Peer Abuse and Safeguarding procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

OIAMFS will also seek to reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report.

OIAMFS recognises that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Sexual violence
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

All OIAMFS staff will:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content



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- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online (Keeping Children Safe In Education 2021).

In responding to a student disclosure or concern, OIAMFS staff comply with the requirements of Keeping Children Safe In Education 2021 and will:

- Maintain an attitude of "it could happen here"
- Understand that addressing inappropriate behaviour can help prevent abusive/violent behaviour
- Recognise that victims of abuse will likely find the experience distressing, which can affect their progress in school, this can be made worse if the alleged perpetrator(s) attends the same school
- Be aware that girls are more likely to be victims and boys are more likely to be the perpetrators
- Acknowledge that abuse could be inflicted by a group, not just an individual, and therefore saying "perpetrator(s)" in this section, rather than "perpetrator."
- Not need to wait for a child to make a disclosure, they should act on any concerns immediately
- Overhear a conversation that suggests a child may have been harmed or a child's behaviour may be an indicator
- Confiscate devices for evidence to hand to the police, if the report includes an online element
- Ask children outright if they've been harmed and what the nature of the harm was
- Keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Reflect back, using the child's language, when hearing a report
- Recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse



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- Following the initial response the DSL's risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims

The OIAMFS DSL/DDSL should:

- Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
- Balance the victim's wishes against the responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation, and take the potential for sexual violence and harassment in intimate personal relationships into consideration
- Endeavour to keep victim and alleged perpetrator(s) a reasonable distance apart on school premises including at before and after-school activities
- Regularly review the actions taken to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
- Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing.

Mental Health

The DfE guidance, 'Mental Health and Behaviour in Schools, Nov 2018' acknowledges that, 'Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils'

This view is fully supported by OIAMFS and their actions and practices seek at all times to support young people who have experienced; are at risk of experiencing or are currently experiencing poor mental health. The school is committed to fully safeguarding all students and staff at OIAMFS and as such prioritises the mental health wellbeing of all who attend or visit the school.

Staff training will provide increased awareness of the topic, as well as offering staff support in recognising potential signs or indicators of poor mental health. In line with the guidance offered in 'Keeping Children Safe In Education 2020' staff will restrict their involvement to observing, recording and reporting behaviour which may suggest that a student 'may be experiencing a mental health problem or be at risk of developing one' (KCSIE 2020).



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Staff training shall also seek to increase an awareness that poor mental health can potentially indicate that a student is or has been the victim of abuse, neglect and/or exploitation which can have a lasting impact through childhood. It is critical that staff are aware of how these children's experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

The school will ensure that the OIAMFS DSL and DDSL have completed additional training around mental health and young people, and regularly share information and guidance with all staff members

If any member of the OIAMFS has any concerns about the mental health well-being of any student or member of staff, they shall immediately record this information using the school safeguarding systems and inform the OIAMFS DSL and/or DDSL immediately if they feel that there is an imminent risk of harm or danger to any student or member of staff.

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Child sexual exploitation is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.

Children do not usually become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This school recognises that students may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL's are conversant with the BSCB procedure and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

This school believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Child criminal exploitation often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

Children as young as 10 or 11 are being groomed to enter gangs and commit crime on behalf of older criminals. These young people are being exploited and, by being



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persuaded or lured into carrying out illegal activities, often with the promise of something they desire as a reward, they become incredibly vulnerable.

Victims of CCE are often fearful of getting into trouble themselves – for the very actions they have been exploited into carrying out – so it can also be difficult to get these young people to come forward and speak out about their situation.

'Keeping Children Safe In Education 2021' advises that CCE can include:

- Vehicle crime and threatening/committing serious violence (previous examples located in annex B)
- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection
- Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves
- Staff should be aware that girls are at risk of criminal exploitation too, even though their experience may be different

Children missing education (CME)

This school is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.

Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the students; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Attitude For Learning Policy for. We will share information with the First Response Team and/or the West Yorkshire Police Prevent team when appropriate. We will also work with West Yorkshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature



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and extent of that risk and develop the most appropriate support for the individuals concerned. All staff receive awareness raising and training in regard to preventing extremism and radicalisation. (See OIAMFS Preventing Radicalisation Policy)

Students with Special Educational Needs and Disabilities

OIAMFS recognises that and reflects that children with special educational needs and disabilities can face additional safeguarding challenges.

Concerns About Adults In School

Any concerns about the conduct of other adults in OIAMFS should be taken to the Principal or the Designated Safeguarding Lead. Any concerns about the Principal should go to the Chair of Governors. As appropriate, the school will contact the LADO (Local Authority Designated Officer) for guidance and direction if significant concerns around any member of staff are raised.

Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. There is a mandatory duty to inform the local authority of children in such arrangements.

Resources

Section 175 of the Education Act 2002 puts an explicit duty on governing bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of students. The governing body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Bradford Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The governing body will also ensure that all Governors have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all students in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the students understand what is meant by safeguarding and how they can be safe.

Safer Working Practice

Safe working practice ensures that students are safe and that all staff, volunteers and governors are:



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- Responsible for their own actions and behaviour and should avoid any conduct that would lead to any reasonable person to question their motivation and intentions
- Work in an open and transparent way
- Work with other colleagues where possible in situations that may be open to question
- Discuss and/or take advice from school management over any incident which may give rise to concern, recording any incident or decision made.
- Apply the same professional standards regardless of gender, race, disability or sexuality.
- Be aware of issues of confidentiality.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Health and Safety

The health and safety of students, staff and visitors is of paramount importance. The school Health and Safety Policy outlines expectation and procedures. The Link Governor is Mr Rob Moon.

The Senior Member of Staff with responsibility for Health and Safety is Mrs Kirsty Roden.

Fire Drill

Each term there is a fire drill that practices effective evacuation from the buildings. The school conducts an annual fire risk assessment.

The school 'Fire Procedures' outline our current procedures

First Aid

The school has a medical room which is located off the main atrium.

An appropriate number of school staff are trained in first aid procedures and are available to support students within school and as part of any off site activities

Site Security

We strive to provide a secure school site. The school ensures that all gates are locked during normal school hours.

- CCTV is in operation at various points around the school site.
- Visitors enter the school through the main entrance and must sign in and out at the main office.
- All visitors must sign in and wear a badge with the appropriate coloured lanyard



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- Any member of an agency will be expected to provide evidence of DBS check
- All staff and visitors are expected to sign in and out at Main Reception and students are expected to sign in and out if they arrive or leave other than the usual times.
- No students are allowed off site without staff supervision once they have arrived at school.
- Students who are found to be off site without permission are dealt with by Pastoral staff. Parents/carers or an alternative adult contact are always informed.
- Electronic registers are taken for registration and every lesson.
- The school CCTV Policy outlines expectation and procedures

Attendance

The school monitors attendance closely. Electronic registers are used for registration and in every lesson. The school Behaviour and Attendance Manager and Heads of Year deal with attendance, they monitor student attendance closely and work with the wider pastoral team as a part of ensuring student well-being.

Photographing and Videoing Of Students In School

The school aims to take a sensible and balanced approach to photographing and videoing children on the school site. The school obtains parent/carer permission to take and use photographs and videos of students taken in school or on school trips and used in promotional materials and in-school displays.

Key documents referred to and underpinning this policy are:

- Working Together to Safeguard Children 2018 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Bradford Safeguarding Children Board Procedures (online)
- Keeping Children Safe in Education September 2021 (DfE)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Disqualification under the Child Care Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- The Children Act 1989 and 2004



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- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Children and Families Act 2014
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Statutory definition of child sexual exploitation, Government consultation Launch date 12 February 2016.
- 'Children missing education: statutory guidance for local authorities – September 2016'
- The Counter Terrorism and Security Act 2015 (The 'Prevent Duty').
- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016)
- Searching, Screening and Confiscation at School (DfE, January 2018)

Contact Details:

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Mr Richard White: Governor	richard.white@oneinamillion.org.uk
Mr Stuart Rees: Principal	stuart.rees@oneinamillion.org.uk
Mr Chris Schofield: Chair of Governors	chris.schofield@oneinamillion.org.uk

Monitoring, Evaluation and Review

The Governing Body will review and amend this policy and procedure at least annually or as required by:

- Changes in legislation
- Changes in guidelines from advisory bodies
- The effectiveness of the policy.