

Banbury Aspirations Campus

SAFEGUARDING AND CHILD PROTECTION POLICY

Version control	
July 2020	Update to align with KCSiE 2020
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July 2022	Update to align with KCSiE 2022

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Type of policy:	Trust	Approval level:	Board of Trustees /Regional Board

This policy is available on our academy website and is available on request from the academy office. We also inform parents and carers about this policy when their children join our academy and through our academy newsletters.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance '[*Keeping Children Safe in Education*](#)', DfE (2022).

This policy will be reviewed in full and agreed on an annual basis by the Aspirations Safeguarding Lead in conjunction with the Wykham Park Academy and Futures Institute Banbury Regional Board (RB) and staff members of the academy designated by the Principal. Following each such annual review the revised policy shall be reported to them. This policy was last reviewed in August 2022. It is next due for review in July 2023.

CONTENTS

Page:

4 Purpose & Aims

4 Academy Ethos

5 Equality Statement

5 Roles & Responsibilities

- 7 Training & Induction**
- 9 Procedures for Taking Action**
- 10 Children potentially at greater risk of harm**
- 13 Early Help**
 - 13 Recognising Abuse (signs and symptoms – child on child abuse, Sharing nudes, FGM, HBV, Prevent Duty, CSE, CCE, County Lines, Domestic Abuse)**
- 21 Recording & Information Sharing and Confidentiality**
- 22 Working with Parents & Carers**
- 22 Child Protection Conferences**
- 23 Safer Recruitment**
- 22 Safer Working Practice**
- 23 Online Safety, Mobile Phones and Cameras**
- 25 Managing Allegations against Staff, Volunteers & Contractors**
- 30 Low Level Concerns**
- 30 Visitors to the Academy**
- 31 Non Collection of Children**
- 31 Missing Pupils and Elective Home Education**
- 31 Other relevant policies**
- 32 Statutory Framework**

Appendix 1 Types of abuse

Appendix 2 Induction checklist for staff & volunteers

Appendix 3 Safer Recruitment and DBS policy and procedures

Appendix 4 Flowchart for Reporting of Concerns

1. PURPOSE & AIMS

1.1 The purpose of Wykham Park Academy and Futures Institute Banbury safeguarding policy is to ensure every child and young person who is a registered pupil at our academy is safe and protected from harm. This means we will always work to:

- Protect children and young people at our academy from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our academy grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our academy to have the best outcomes.

1.2 The academy 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

1.3 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our academy.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors, including supply teachers.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. At Wykham Park Academy and Futures Institute Banbury, there is a whole school approach to safeguarding and all systems, policies and procedures have been devised with the best interests of the child at the centre. Our academy will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our academy will be able to talk freely to any member of staff at our academy if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our academy play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe, including when online. This may include covering relevant issues through Relationships Education and Relationships and Sex Education and will also include material that will encourage our children to develop essential life skills through various teaching and learning opportunities as part of providing a broad and balanced curriculum.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and the Local Safeguarding Children Partnership

2A EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where

- there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member's mental health needs
 - Are looked after or previously looked after (see section 11)
 - Are missing from education
 - Have a parent/carer who has expressed an intention to remove them from school to be home educated

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Justine Williams	jwiliams@wykhampark-aspirations.org
Deputy DSLs	Elaine King Martyn Stowe Julia Ingham Sylvia Thomas	eking@wykhampark-aspirations.org mstowe@wykhampark-aspirations.org jingham@futures-aspirations.org sthomas@wykhampark-aspirations.org
Principal	Sylvia Thomas	sthomas@wykhampark-aspirations.org
Named Safeguarding Governor		
Trust Safeguarding Lead	Mandy Lancy	mandylancy@aspirationsacademies.org

All Staff

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this academy. This includes the responsibility to provide a safe environment in which children can learn.

The Regional Governing Board (RB)

3.2 The RB of Wykham Park Academy and Futures Institute Banbury is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our RB takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who, alongside the DSL, champions safeguarding within the academy.

3.3 The Regional Board will ensure that:

- There is a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development
- The safeguarding policy is in place and is reviewed annually, is available publicly via our academy website and has been written in line with the requirements of the Local Safeguarding Children Partnership policies and procedures;
- The academy contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for

safeguarding and child protection and that there is at least one deputy DSL who is appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL);

- A link governor trustee is appointed to monitor the effectiveness of this policy in conjunction with the full governing board.
- Procedures are in place for dealing with allegations against members of staff, including supply teachers and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of [*'Keeping Children Safe in Education'* DfE \(2022\)](#);
- Remedy is made without delay to any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The Regional Board will receive a safeguarding report termly that includes the training that has taken place, the number of staff attending and any outstanding training requirements for the academy. It will also state all safeguarding activity that has taken place, for example, number of meetings attended, reports written, training or induction given. It will not identify individual pupils or go into any detail.

The Principal

3.5 At Wykham Park Academy and Futures Institute Banbury the Principal is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL) and ensuring that they have appropriate time, funding, training and resources to carry out their role effectively;
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring all staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- Ensuring all staff undertake appropriate child protection training that is updated annually and includes training in online safety matters;
- Ensuring that the academy's approved policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff, supply teacher or volunteer, and notifying the Trust's Safeguarding Lead and HR Director of any such incidences.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team, who takes lead responsibility for safeguarding and child protection (including online safety) within our academy. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of '*Keeping Children Safe in Education*'.

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded electronically via CPOM which will be accessed by the DSL.

3.8 During term time the DSL and / or a deputy will always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. If in exceptional circumstances, the DSL or a deputy DSL is not available on the academy site in person, we will ensure that they are available via telephone and any other relevant media.

3.9 The DSL at Wykham Park Academy and Futures Institute Banbury will ensure that representation from our academy is made at child protection conferences and core group meetings. With appropriate training, knowledge and experience, our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the academy to the agreed academy's safeguarding procedures.

3.12 The full responsibilities of the DSL is set out in their job description

4. TRAINING & INDUCTION

4.1 When new staff join our academy they will be informed of the safeguarding arrangements in place. They will be given a copy of our academy's safeguarding policy along with the staff code of conduct, Part One and Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. **All staff are expected to read these key documents.**

All staff will sign a declaration at the beginning of each academic year to say that they have reviewed and understood the guidance and this may be confirmed by taking part in a KCSIE short assessment/quiz.

Staff will also be provided with the recording concerns method, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period usually within 4 weeks of joining the academy. This programme will include:

- the child protection policy;
- the behaviour policy;
- the online safety policy and Acceptable Use Policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies);
- information relating to signs and symptoms of abuse;
- the early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- how to manage a disclosure from a child.

The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive training in online safety as this is part of the overarching safeguarding approach of our academy.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis in accordance with the Local Safeguarding Children Partnership advice and we will evaluate the impact of this training;
- all staff know how to manage disclosures -
- all staff know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation;
- staff understand the need to be vigilant as multiple safeguarding issues will overlap with one another;
- staff are aware of the risk factors that increase the likelihood of involvement in serious violence;
- staff understand the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least termly, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff members, governors and regular volunteers have access to the National Online Safety platform and can access any of the webinars through this platform
- DSLs attend training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals, at least annually.

- The DSL, the deputy designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will participate in one of the multi-agency training courses available online or face to face through recognised training providers, at least once every three years
- Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

4.4 At Wykham Park Academy and Futures Institute Banbury, we are alert to safeguarding issues in the local area and ensure that all staff have training appropriate to these matters as they arise. Currently, neglect, criminal exploitation, anti-social behaviour, county lines and knife crime are a concern in this locality and are being addressed through regular liaison with partner agencies, JAYTAC and CASO meetings].

4.5 All regular visitors, temporary staff and volunteers to our academy will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex B of '*Keeping Children Safe in Education*' (2022) provides links to guidance on specific safeguarding issues.

5. PROCEDURES FOR TAKING ACTION

5.1 At Wykham Park Academy and Futures Institute all staff, volunteers and governors must follow procedures set out below in the event of a safeguarding issue. (Any reference to the DSL should be taken to mean the DSL or DDSL).

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Social Care, or the police if:

- the situation is an emergency and the designated safeguarding lead, their deputy and the Principal are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

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

Tell the DSL immediately, if this is not possible then you should make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral**.

Tell the DSL as soon as possible if you make a referral directly.

Use the [online form](#) to make a referral to the team. If your concerns are urgent and are a level 4 please call 0345 050 7666 **after** you've completed the form. This call will be taken in our Customer Service Centre who will direct your call.

You will be able to download a PDF copy of the form once you've submitted it. But if you close your browser window that option will disappear.

The form will take around **20 minutes to complete.** -

<https://www.oxfordshire.gov.uk/business/information-providers/multi-agency-safeguarding-hub><https://www.gov.uk/report-child-abuse-to-local-council>

If a child/young person makes a disclosure to you, you should:

- ❖ Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- ❖ Reassure the child/young person that they are being taken seriously and that they will be supported and kept safe. Victims shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report;
- ❖ Stay calm and do not show that you are shocked or upset
- ❖ Tell the child/young person they have done the right thing in telling you. Do not tell them they should have told you sooner
- ❖ Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- ❖ Write up your conversation as soon as possible in the child/young person's own words. Stick to the facts, and do not put your own judgement on it
- ❖ Sign and date the write-up and pass it on to the DSL using the Academy's reporting procedures set out in section 5.5 below. Aside from the DSL or DDSL, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

5.2 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and dated records of concern could lead to a failure to protect.

5.3 It is *not* the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.4 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our academy. Any member of staff or visitor to the academy who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff and/or take advice from local children's social care.

5.5 If staff are concerned about the welfare or safety of any child at our academy they will record their concern on the agreed electronic reporting system, CPOMs, which will be passed to the DSL without delay.

5.6 Following receipt of any information raising a concern, the DSL will consider what action to take and seek advice from Early Help or Children's Social Care as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.7 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Principal or the Trust's Safeguarding Lead. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Social Care directly with their concerns.

6. Children potentially at greater risk of harm

6.1 Pupils with SEND or health issues

We recognise that children and young people with **special educational needs (SEN), disabilities or certain health conditions** can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- Pupils being disproportionately impacted by things like bullying- without outwardly showing any signs;
- and
- communication barriers and difficulties in overcoming these barriers.

At Wykham Park Academy and Futures Institute Banbury, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

Providing them with additional support through our Student Support and Welfare Team such as Nurture Groups, support from our Nurture Practitioners, support from our ELSA, support from our LSA's, counselling and support from our Welfare Manager and/or our Family Support Workers.

6.2. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- ❖ Responding to unauthorised absence or missing education where there are known safeguarding risks
- ❖ The provision of pastoral and/or academic support

6.3. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Justine Williams, Senior Assistant Principal, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role. See also the policy for the Designated Teacher.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

6.4 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputy/deputies, will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

6.5 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Academy staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The academy itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the academy we will take steps to verify the relationship of the adults to the child who is being registered.

6.6 Children Missing Education - Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also

raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should be reminded to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019) the academy has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

6.7 Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 5.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL or the named mental health lead person to agree on a course of action.

EARLY HELP

In some cases, children may benefit from an early help assessment: health conditions, a mental health need, a family member in prison or affected by parental offending, at risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day) may trigger an Early Help Assessment (EHA).

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-

agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

When a child or family is identified as benefiting from early help, a whole family, multi-agency Early Help Assessment (EHA) should be completed by the practitioner identifying the concern.

The Children & Young Peoples Plan agreed that the vision for Oxfordshire's children is:

"We want Oxfordshire to be, a great place to grow up and children and young people have the opportunity to become everything they want to be'

Key to delivering this vision is to offer early help services to families, agencies have agreed in the CYP plan to 'identify and solve problems early - from an early age and when problems first arise'.

Early help supports agencies to deliver this function. It ensures that families receive accessible co-ordinated support when they need it across a continuum from universal preventative approaches (services offered to whole population to prevent problems from escalating) through to more targeted help where families are experiencing more complex and multiple difficulties.

Feedback from service users and practitioners indicates that the critical features of an effective early help offer includes:

- Families and children want services and support when problems first emerge
- Families do not want to be passed from one service to the next
- Families do not want to endlessly repeat their story to different professionals in duplicating services
- Families want a relationship with a trusted worker who can engage with the family and coordinate support
- Families want to experience a holistic whole family approach that addresses the child's needs in the wider family context
- Streamlined referral and assessment processes front door.

7. RECOGNISING ABUSE

7.1 Allegations of abuse made against other pupils (Child on Child Abuse)

At Wykham Park Academy and Futures Institute Banbury we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other students in the academy.

We recognise that children are capable of abusing other children and as such take a zero tolerance approach to abuse. Abuse will never be tolerated or passed off as "banter" or "having a laugh" or "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and young people.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol

- Involves sexual exploitation, sexual harassment, sexual violence or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sharing nudes)
- Is 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm

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

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of child on child abuse by:

1. Challenging any form of derogatory or sexualised language or behaviour
2. Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
3. Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
4. Ensuring pupils know they can talk to staff confidentially and know that they will be listened to, by *informing students of this through their PSHE curriculum delivery, mentor time and assembly activities.*
5. Ensuring staff reassure victims that they will be taken seriously
6. Ensuring staff are trained to understand:
 - o How to recognise the indicators and signs of child on child abuse, and know how to identify it and respond to reports
 - o That even if there are no reports of child on child abuse in school, it does not mean it is not happening – staff should maintain an attitude of "it could happen here"
 - o That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

