PINEWOOD

Est. 1875

SAFEGUARDING [CHILD PROTECTION] POLICY 2026/27

A Whole-School Policy including EYFS

EMERGENCY CONTACT DETAILS OF EXTERNAL AGENCIES

Oxfordshire Local Authority

Multi-Agency Hub (MASH)	**0345 050 7666**	*Primary route for all notification paths*
Assessment Team	01865 323048	*For allocated case tracing*
South Assessment Team	01865 897983	*Regional tracking panel*
Emergency Duty Team (EDT)	**0800 833408**	*Out-of-hours coverage*
Central LADO Office	**01865 810603**	lado.safeguardingchildren@oxfordshire.gov.uk
Education Safeguarding Advisory	*N/A*	ESAT.safeguardingchildren@oxfordshire.gov.uk

Backup Technical Escalations (Oxfordshire LADO Team):

- Lead LADO: Jo Lloyd (01865 810603)
- Assistant LADOs: Sandra Barratt (01865 323457) | Donna Crozier (01865 816382) | Lorna Todd (01865 895955)

West Berkshire Channels

Team / Role	Number	Email / Web Link
West Berkshire MASH	**01635 503090**	**child@westberks.gov.uk**
LADO Officer Desk	**01635 503090**	**lado@westberks.gov.uk**
Emergency Duty Service (EDS)	**01344 351999**	*Out-of-hours coverage*

Swindon Channels

Team / Role	Number	Email / Web Link
Swindon MASH	**01793 466903**	**swindonmash@swindon.gov.uk**
Swindon Safeguarding Partnership	01793 463803	www.swindonsafeguarding.org
Swindon LADO Officer	**01793 463854**	**LADO@swindon.gov.uk**
Emergency Duty Team (EDT)	**01793 436699**	*Out-of-hours coverage*

South Gloucestershire Channels

Team / Role	Number	Email / Web Link
South Gloucestershire MASH	**01454 866000**	*Mon-Fri 9am to 5pm*
South Gloucestershire LADO	**01454 868508**	**LADO@southglos.gov.uk**
Emergency Duty Team (EDT)	**01454 615165**	*Out-of-hours coverage*

National Regulatory & Crisis Channels

Agency / Body	Contact Number	Verified Email / Destination
Medical / Police Emergency	**999**	*Immediate life-threatening risk*
Police Non-Emergency	**101**	Thames Valley / Wiltshire / Avon & Somerset
OFSTED Safeguarding	0300 123 4666	enquiries@ofsted.gov.uk
OFSTED Whistleblowing	0300 123 3155	whistleblowing@ofsted.gov.uk
NSPCC Whistleblowing Line	0800 028 0285	help@nspcc.org.uk

DfE Prevent Helpline	020 7340 7264	counter.extremism@education.gov.uk
Teaching Regulation Agency	0370 000 2288	mis.team@teaching.education.gov.uk
Disclosure & Barring Service	0300 0200 190	PO Box 3961, Royal Wootton Bassett, SN4 4HF

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STATEMENT OF INTENT

The safety and welfare of all our pupils at Pinewood School is the highest priority for all staff and governors. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board, which is the Oxfordshire Safeguarding Children's Partnership (OSCP), together with DfE guidance contained in *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2026*, *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children*, (Current Framework), *Information Sharing* (Current Framework), *What to do if you're worried a child is being abused* (Current Framework), *the Disqualification Under the Childcare Act 2006* (Current Framework), *Prevent Duty Guidance: for England and Wales*, *The Prevent Duty: Departmental advice for schools and child-minders*, *The use of social media for on-line radicalisation*, *Early Years Foundation Stage (EYFS) Statutory Framework*, *Children Missing Education, Multi-Agency Guidance on FGM, Sexual Violence and Sexual Harassment between Children in Schools and Colleges (September 2026)* and *Working Together to Improve School Attendance statutory guidance.*

National Minimum Standards for Boarding Schools (September 2022), *Independent Schools Standards Regulations* (2014).

In addition, as the School has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff, including supply or agency staff, volunteers and governors have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not at immediate risk.

WHAT IS SAFEGUARDING

- **Safeguarding and promoting the welfare of children** is defined as:
    - providing help and support to meet the needs of children as soon as problems emerge.
    - protecting children from maltreatment, whether that is within or outside the home, including online.
    - preventing impairment of children's mental and physical health or

development.

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the child.
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating (KCSIE 2026)

WHOLE SCHOOL APPROACH TO SAFEGUARDING

The Governors aim to ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. This includes the school's IT systems where the school and governing body take all reasonable action to limit children's exposure to online risks and ensure the school has appropriate filters and monitoring systems in place. In line with statutory duties, the Governing Body actively records a review of the operational effectiveness of these filtering and monitoring systems at least once every academic year across all school-owned and internet-connected devices. Furthermore, the school recognizes that cyberattacks compromising sensitive pupil data present an immediate safeguarding risk to child wellbeing, requiring unified escalation involving the DSL.

Where there is a safeguarding concern, the Governors and Senior Leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. They are also responsible for ensuring the school has the necessary systems in place, and that these are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

THE IMPORTANCE OF A COORDINATED APPROACH TO SAFEGUARDING

Pinewood School and its staff form part of a wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children (Dec 2023). Safeguarding and promoting the welfare and wellbeing of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should ensure that, at all times, they consider what is in the best interests of the children.

Every person who comes into contact with a child has a role to play in identifying concerns, sharing information and taking prompt action. School staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's

welfare and prevent concerns from escalating (KCSIE 2026). This may include liaising and working together with other support services and those agencies involved in safeguarding children, including the distinction between school-led pastoral early help and multi-agency external Family Help services.

All staff should be aware that children may not feel ready or able to tell someone they are being abused or neglected and they may not recognise their experiences as harmful. It is therefore crucial that staff determine how best to build trusted relationships with pupils which facilitate communication.

WHAT IS CHILD ABUSE?

Staff are directed to the advice "What to do if you are worried a child is being abused – Advice for practitioners" (March 2015) which provides information on understanding and identifying abuse, neglect and exploitation. In addition, further information is provided in Appendix A of this policy and at Annex A in KCSIE (Sept 26) and should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse.

Part 1 of the DfE guidance KCSIE (Sept 26) states that all staff must be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff should also be aware that abuse can be committed by anyone including other children (for example by one or more pupils against another). The guidance also highlights that sexual abuse is not only perpetrated by adult males but may also be committed by women and other children. KCSIE (Sept 26) also reminds all staff of the importance of mental health in relation to safeguarding and the welfare of children, codifying that severe clinical mental health distress - including acute self-harm, eating disorders, and suicidal ideation - constitutes a statutory safeguarding threshold requiring immediate DSL escalation rather than a purely pastoral response.

Staff are reminded that safeguarding incidents can be associated with factors outside of school and there can be risk of abuse or exploitation in situations outside of their families, including (but not limited to) sexual or criminal exploitation or serious youth violence.

PREVENT DUTY AND CHANNEL

The School has a separate Prevent Policy which outlines the responsibilities of all staff and governors to protect children and young people who are vulnerable or may be at risk from extremism and/or being radicalised. The School recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to significant harm to themselves or others. The School uses the Life Skills curriculum including RSE to help prepare pupils for life in modern Britain and as preventative education to support a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence / harassment.

Please refer to this policy for further details on staff responsibilities in safeguarding pupils from extremism or radicalisation including arrangements for Visiting Speakers.

Staff should note that any concerns relating to Prevent should be highlighted through the usual reporting procedures as for any other safeguarding concern and as laid out in this policy.

School staff should also understand when it is appropriate to make a referral to the **Channel team**. Channel is a programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be susceptible to radicalisation. Again, any concerns relating to Channel should be highlighted through the usual reporting procedures as for any other safeguarding concern, which will be shared with the relevant authorities.

TRANSPARENCY

Pinewood School prides itself on its insistence for respect for others and mutual tolerance. Parents/guardians have an important role in supporting Pinewood School. Copies of this policy, together with our other policies relating to issues of child protection, are on our website and are listed at the end of this document and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

SAFER EMPLOYMENT PRACTICES

Pinewood School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in Part 3 of KCSIE (Sept 26), members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as music teachers and sports coaches are subject to the necessary statutory child protection checks before starting work using the consolidated GOV.UK page. All governors, volunteers, contractors working regularly during term-time, such as agency catering staff, are also subject to the relevant statutory checks, using the direct GOV.UK link to carry out Section 128 checks for governors and school leaders. These government links streamline the recruitment process and ensures easier access to key safeguarding checks.

Confirmation is also obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site such as during educational trips away from the school.

The school maintains an accurate Single Central Record (SCR) in line with statutory guidance. This will be monitored and reviewed to ensure compliance by the Governing Body and the school's Leadership Team.

In line with KCSIE (Sept 26) the School ensures all potential new staff are subject to a "digital screening" process prior to interview and that shortlisted candidates are informed that thorough online searches will be carried out. Details on this process can be found in the School's Recruitment and Selection Policy and on the Vacancies Page of the school website.

The school also ensures that, in line with its Prevent Policy, pupils are safeguarded from staff and/or visitors to the school who may have extreme or radical views. Please refer to the school's Prevent Policy and Visiting Speaker Policy for further details.

The following recruitment processes have been updated with direct GOV.UK links:

• Paragraphs 260 and 266 remove references to the Teaching Regulation Agency's Employer Access Service. The school now uses the consolidated GOV.UK page to carry out relevant checks;

• Paragraph 319 removes reference to the Employer Secure Access portal. The school now uses the direct GOV.UK link to carry out Section 128 checks for governors and school leaders;

• This streamlines the recruitment process and ensures easier access to key safeguarding checks.

Disqualification from working in childcare - In line with the guidance set out in KCSIE (Sept 26) the School also ensures it is compliant with the Disqualification under the Childcare Act 2006 (as updated Aug 2018). This check is completed for relevant staff prior to appointment as part of the Enhanced DBS Check and is also repeated for all relevant staff at least every three years. Please refer to the school's Recruitment and Selection Policy for further details.

GOVERNANCE

Sarah Davies is the Governor for Safeguarding issues, including child protection and Prevent. The governors carry out an annual review of the school's Safeguarding (Child Protection) Policy and procedures with day-to-day issues being delegated to its Governance Committee, which both the Headmaster and the school's Designated Safeguarding Lead (DSL) attend. The Governing Body is responsible for:

- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE (Sept 26);
- ensuring that the School's safeguarding arrangements reflect local protocols for assessment and meet the Oxfordshire Safeguarding Children Partnership (OSCP) thresholds as required;
- ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- recognising the importance of information sharing between professionals and local agencies;
- ensuring that all staff undergo safeguarding and child protection training at induction, that training is updated for all staff in line with OSCP advice and that all staff receive child protection updates at least annually;
- ensuring that all governors receive appropriate safeguarding and child protection training at induction to allow them to provide strategic challenge to the School's

safeguarding policies and procedures and to support a robust whole school approach to safeguarding. This training should also be regularly updated;

- ensuring that pupils are taught about safeguarding, including online, through teaching and learning opportunities;
- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- ensuring they meet their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty23) and their local multi-agency safeguarding arrangements (KCSIE Sept 26);
- approving amendments to Safeguarding arrangements in the light of changing Regulations or recommended best practice;
- ensuring that school provisions based on biological sex are maintained strictly across all single-sex spaces (toilets, changing areas, and boarding accommodations) in full compliance with statutory gender-questioning guidance.

DESIGNATED SAFEGUARDING LEAD

Sarah Martyn-Fisher, or in her absence Nicola Bailey, is Pinewood's Designated Safeguarding Lead (DSL) for the whole School including EYFS. She has been fully trained for the demands of this role in child protection and inter-agency working. She is the Head of Middle School and a member of the Senior Leadership team at our school. Sarah is also our Prevent Lead. Nicola Bailey, who is the Headmaster's Wife and a member of the Senior Leadership Team is the Deputy DSL. Both the DSL and the deputy regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training every two years and they both have a job description for their safeguarding roles and key activities as detailed in Appendix B. The DSL and the Deputy also ensure their knowledge and skills remain up to date through the receipt of relevant e-bulletins, emails, taking the time to read and digest safeguarding developments and through meeting with other DSLs. Their training meets the requirements of KCSIE (Sept 26).

The DSL and Deputy DSL may be contacted using the following contact details:

Email: sarahmartyn-fisher@pinewoodschool.co.uk Telephone: 01793 782205

Email: nicolabailey@pinewoodschool.co.uk Telephone: 01793 782205

The DSL is always available during term-time to meet with staff to discuss any safeguarding concerns. Should the DSL be away from school then the Deputy DSL will be available, or in her absence, one of the following members of staff, who are also trained to Level 3 or higher level, may also be approached:

Hayley Davies, Head of Emotional Support and Well Being

Jo Siebert, Deputy Head of Pre-Prep, Designated Person for Pre-Prep (including the EYFS)

Peter Archdale, Deputy Head

Jason Lang, Head of Pre-Prep

Charlie Palmer, Head of Lower School

Bryce Hewitt-Boorman, Head of Upper School

Hatty Davies, Head of SEND

The DSL is clear that, although she may delegate activities to the DSL deputy and named staff above, she retains the ultimate **lead responsibility** for safeguarding and child protection at all times.

The DSL maintains close links with the OSCP and reports regularly to the governors on the child protection issues outlined above. She maintains close liaison with the Safeguarding & Prevent Governor.

RECORD KEEPING

If a member of staff has a concern about a child or if a child tells them they are being, or are at risk of being, abused, exploited or neglected, staff will appropriately respond by listening and offering reassurance in the first instance. Staff should make an accurate factual record as soon as possible including details of:

Dates and times of their observations

Dates and times of any discussions in which they were involved

Any injuries

Explanations given by the child / adult

What action was taken

Any actual words or phrases used by the child

Any questions the staff member asked (remembering not to ask any leading questions)

Pinewood uses CPOMS as its platform for recording all safeguarding concerns. This allows instant record keeping and all staff are able to use the system to log concerns. Access to all data is restricted to the DSL, Senior Safeguarding Leads and the Headmaster. The DSL is able to then share information to relevant staff as appropriate. CPOMS also allows the sharing of information with other schools electronically as appropriate.

Safeguarding records are kept in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), which place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. This strictly includes compliance with Data Protection guidelines when processing highly sensitive Operation Encompass notifications (domestic abuse

notifications), ensuring that the police-provided contextual details regarding the "voice of the child" at the scene are legally protected.

The DSL is responsible for ensuring that any concerns, discussions, decisions and reasons for those decisions must be recorded in writing and kept securely as outlined above. If in doubt about recording requirements, staff must speak to the DSL. Records must include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying, of Prevent awareness and on the procedures for recording and referring any concerns to the DSL or the Headmaster and, if required, to the main points of local procedures of the OSCP whose website link is www.oscp.org.uk

Training in safeguarding children forms a key part of the induction process. Training includes:

- All new staff receive relevant safeguarding policies (KCSIE, Child Protection, Prevent, Staff Code of Conduct, Behaviour and Discipline and Whistleblowing) ahead of their arrival, which they need to read and sign to state that they understand the school's position on safeguarding.

- Updates on Online Safety, which includes an understanding of expectations as per the school's IT Policy, risks including misinformation, disinformation and AI-generated deepfakes / automated online imagery distribution, applicable roles and responsibilities in relation to filtering and monitoring via the school's FortiGate Firewall and Smoothwall Software, and the regular (annual) completion of Online Safety Training.

- Reviewing the School's Safeguarding (Child Protection) Policy, including the safeguarding response to children who go missing from education and the statutory nature of attendance guidance.

- Procedures for dealing with child-on-child abuse (further information can be found on page 16), including a helpful signpost sheet of what to do if…(APPENDIX D). This explicitly ensures staff understand how to identify persistent peer verbal abuse as emotional harm, and that double-ended risk-assessments must be implemented for both the victim and the perpetrator.

- Familiarisation with the school's strict default mobile phone-free environment, designed as a physical and contextual safeguard during the school day.

- Review the identity and responsibilities of the DSL, Deputy DSL and wider safeguarding team.

- Ahead of starting, all new staff are also required to complete online training through Develop, including Child Protection in Education and Prevent Awareness. On completion, the Director of HR is notified with a certificate to confirm this.

The DSL will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from Child Safeguarding Practice Reviews (CSPR's) in line with current framework guidance. These will occur annually or more frequently when necessary and will include safeguarding and child protection updates such as online safety (for example, via emails, INSET, and staff meetings), to provide them with the skills and knowledge to safeguard children effectively.

Any staff who are not confident of accessing Part 1 of KCSIE (Sept 26) may discuss this in confidence with the Bursar & Director of HR. A verbal discussion of Part 1 of KCSIE (Sept 26) would also follow with the DSL.

All Governors are also required to complete appropriate safeguarding and child protection training prior to commencing their posts. They must also undergo online Prevent training and confirm that they have read the relevant safeguarding documents (Part 1 and 2 of KCSIE (Sept 26) and Child Protection) on an annual basis, in line with teaching staff. They are also welcome to attend INSET training for all staff and are invited to attend the statutory three-year training.

Everyone attends regular refresher training in line with advice from the OSCP. We follow the guidance and renew this training every three years for all our staff, with the designated persons receiving specialist training every two years via the OSCP. The instrumental music teachers are part of the wider staff body and are expected to undergo regular safeguarding training along with their colleagues, regardless of their contracted hours. A safeguarding induction is also given to volunteers on arrival.

In addition, all staff are provided with regular updates on child protection and safeguarding via termly INSET or information bulletins as required, to ensure they have the skills and knowledge to safeguard children effectively. This is delivered by the DSL or visiting specialist. The DSL will also provide more regular updates via e-mails, Safeguarding Bulletins and / or during staff meetings as and when appropriate. This includes any updates on how the school manages online safety through its filtering (FortiGate Firewall) and monitoring (Smoothwall Monitor) software. Staff are required annually to complete online safety training.

Training also promotes staff awareness of child sexual exploitation, forced marriage, radicalisation, extremism, "honour based" violence and female genital mutilation. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected. Furthermore, training directly extends to expanding staff understanding of the contextual risk profile of pupils who face multiple suspensions, persistent classroom removal, or part-time timetabling.

All staff are encouraged to inform the DSL if there is any area of safeguarding where they need further clarification or additional training in order to be able to confirm their understanding. Equally, the school recognises the expertise of its staff who are managing safeguarding concerns on a daily basis and welcomes any contribution from staff on safeguarding arrangements or policies. Staff should feed any suggestions to the DSL.

PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care.

Safeguarding is the responsibility of everyone working with the school. If anyone has any concerns about a child's welfare they should act on it. Staff should not assume a colleague or another professional will act. Staff should be mindful that early information sharing is vital and staff should not assume that other professionals will share information that might be critical in keeping children safe.

Everyone working in the school, including part-timers, temporary, visiting, contract and volunteers is required to report instances of actual or suspected child abuse or neglect to the DSL. In addition, in line with the school's Prevent Policy, everyone working in School is required to report any concerns regarding radicalisation or extremism to the Prevent Lead (who is the DSL).

If staff have any concerns about a child (as opposed to a child being in immediate danger) they should first, where possible, raise their concerns with the DSL (or in their absence with the Deputy DSL). Anyone may also make a direct referral to children's social care, with contact details available on the Safeguarding notice board and within this policy. Other options could also include referral to specialist services or Family Help services and should be made in accordance with the referral threshold set by the OSCP. The DSL can provide staff with details on the referral thresholds and these can also be found on the OCSP website using the links below:

http://www.oscp.org.uk/reporting-concerns/

http://www.oscp.org.uk/professionals/early-help-locality-community-support-service/

All staff must be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Detailed information on statutory assessments can be found in Working Together to Safeguard Children and advice may be sought from the DSL at any time.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care and, if appropriate, the police (When to call the Police: Guidance for Schools and Colleges) is made immediately. If anyone does make a direct referral they must inform the DSL that they have done so as soon as possible. The online tool "Reporting Child Abuse to your Local Council" https://www.gov.uk/report-child-abuse-to-local-council directs staff to the local children's social care contact number.

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether they need to see the child as soon as possible if the decision is taken that the referral requires further assessment.

Should this information not be forthcoming staff should ensure they follow up on the referral.

If after a referral the child's situation does not appear to be improving, the DSL (or the person who made the referral) should feel confident in pushing the local authority for reconsideration to ensure concerns are addressed and the child's situation improves.

If a child is in immediate danger or who has suffered, or is likely to suffer significant harm, a referral should be made to children's social care and the police immediately. Anyone can make this referral and should then inform the DSL immediately that they have done so. Social care assessments should consider where children are being harmed in contexts outside the home so it is important that the School provides as much information as possible as part of the referral process. More information can be found via this link: https://contextualsafeguarding.org.uk/

The DSL will report safeguarding concerns to the Headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised.

The School supports and will contribute towards inter-agency working in order to safeguard our pupils in line with Working Together to Safeguard Children. The DSL is responsible for ensuring all staff and governors understand and follow the Oxfordshire Multi-Agency Safeguarding Arrangements (Apr 2019) which maintain and strengthen the OCSP as part of the multi-agency network which also includes the clinical commissioning group and the Chief Constable of Thames Valley Police.

It is expected that for any child who needs additional support from one or more agencies, an inter-agency assessment would be undertaken in line with Working Together to Safeguard Children. This would use local processes which the School will adhere to, including the use of "Family Help Assessments" and "Team around the Family (TAF)". This includes providing an early offer of co-ordinated help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The School will also allow access for children's social care from the local authority and where appropriate from a placing local authority for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment under the Children Act 1989. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, the School acknowledges that there is no requirement for parental consent for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.
If a concern is raised relating to a pupil being at risk of radicalisation, the DSL must consider the level of risk to ensure the appropriate referral is made, which could include Channel or Children's Social Care.

In the case of female genital mutilation (FGM) it is mandatory for teachers to report to the police where they discover that an act of FGM appears to have been carried out. Teachers should still consider and discuss such cases with the DSL and involve children's social care and the Multi-Agency Safeguarding Hub (MASH) as appropriate.
Any member of staff who has any concerns, however small, about a pupil should raise this to the DSL as soon as possible. Advice regarding borderline concerns or relating to threshold levels may be sought from the DSL or from the local agencies directly. This is to ensure

children receive the right help at the right time to address risks and prevent issues escalating. Staff may find it useful to refer to the flowchart at Appendix C for further guidance on the actions taken if they, or another member of staff report a concern regarding a child.

All staff are made aware of the importance of acting on and referring the early signs of abuse, neglect and exploitation, keeping clear records, listening to views of the child, readdressing concerns when situations do not improve, sharing information quickly and taking responsibility for challenging inaction. All concerns, discussions, and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss this with the DSL.

INFORMATION SHARING AND DATA PROTECTION

Pinewood follows the DfE Data Protection guidance for schools to understand data protection requirements and develop appropriate data policies and processes.

Information sharing is vital in identifying and tackling all forms of abuse, neglect and exploitation and in promoting children's welfare including their educational outcomes. Staff must be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children.

In order to meet the needs of children the School recognises the importance of sharing information between professionals and local agencies. Whilst the School complies with the General Data Protection Regulations (May 2018) and the Data Protection Act 2018 it understands that this Act is not a barrier to sharing information where failing to do so would result in a child being placed at risk of harm and safeguarding must come above all other considerations. **Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

Staff are required to have due regard to the data protection principles which allow them to share personal information, as outlined in the GDPR and Data Protection Act 2018. In particular the Data Protection Act 2018 allows staff to share "special category personal data" to ensure the safeguarding of children and individuals at risk. This information can be shared without consent, if it is not possible to gain consent, or if to gain consent would place a child at risk. Further advice can be found in the government publication "Data Protection: Toolkit for Schools". This applies directly to the handling of sensitive Operation Encompass notifications; the school must process police notifications detailing the child's presentation or words at a domestic abuse scene in strict accordance with data protection rules while prioritising the child's safe operational monitoring.

School Staff, Governors and Trustees are advised to see the DfE Data Protection guidance for schools, which will help understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches.
Relevant staff with responsibilities for processing "special category personal data" (including data which is sensitive and personal) should ensure they comply with the processing conditions as laid down by the GDPR and Data Protection Act 2018. Staff are required to abide by the School's Data Protection Policy for Staff and should speak to the Bursar if they

require any further information or clarification. Guidance can also be found in the government publication "Information Sharing for Safeguarding Practitioners": https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Should a pupil with a child protection file leave the school the file should be transferred to the new school as soon as possible, and within five days for an in-year transfer or within the first five days of the start of a new term to allow the new school to have support in place for when the new pupil arrives. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt are obtained.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school to continue supporting a victim of abuse and have that support in place for when the child arrives.

MULTI-AGENCY WORKING

Pinewood actively seeks, develops and promotes effective working relationships with external agencies which are key to safeguarding children, including agencies providing early help services to children, the police and Children's Social Care. Where necessary, we ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children

The school's local authority is Oxfordshire County Council which operates the OSCP. Pinewood participates in Child Safeguarding Practice Reviews (CSPRs), other reviews and file audits as and when required to do so by the Oxfordshire Safeguarding Children's Board. Through CPOMS recording, we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and complete required actions within agreed timescales.

FAMILY HELP ASSESSMENT

Providing the targeted early help level of Family Help is more effective in promoting the welfare of children than reacting later. All staff must be prepared to identify children who may benefit from the targeted early help level of Family Help or universal services and community-based early help (as detailed in Working Together to Safeguard Children). Family help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Staff should be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or home;
- is at risk of modern slavery, trafficking or exploitation;

- is at risk of being radicalised or exploited;
- is misusing drugs or alcohol
- is in a family circumstance presenting challenges to the child (such as adult mental health problems, domestic abuse or substance abuse);
- has returned to their family home from care;
- is a privately fostered child.
- is experiencing persistent classroom removals, multiple suspensions, or is placed on part-time timetabling (which are recognised as key contextual safeguarding markers).

In the first instance staff should discuss early help requirements with the DSL. If the DSL deems that early help is appropriate they should then support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If parents and/or the child do not consent to an early help assessment then the DSL should take advice from the Locality and Community Support Service (LCSS) bearing in mind that decisions will always be taken in the child's best interest. The case should then be kept under constant review and consideration should be given to referring a case to children's social care if the child's situation does not appear to be improving.

Listening to children - The school works hard to ensure that pupils are listened to and that they have opportunities to speak to members of staff about any issues they may have. Hayley Davies is the school's Head of Well-Being and Emotional Support and is available for pupil visits as are the school Nurses for any medical concerns. In addition, form tutors see pupils twice a day at regular form time sessions and are always available for pupils to approach. There are also posters around school guiding pupils to the appropriate staff members for their particular year groups. The school's Independent Listener is also available by telephone for any pupil who wishes to speak to an adult outside of the school staff and contact details for the Independent Listener are available in school.

PUPILS AND MENTAL HEALTH

The school has an important role to play in supporting the mental health and wellbeing of our pupils. The Head of Well-Being & Emotional Support is available to support all pupils and to also provide advice and support to staff in managing pupil issues.

All staff should be aware that mental health problems can be a direct indicator that a child has suffered, or is at risk of suffering, abuse, neglect, or exploitation. In line with KCSIE 2026, staff must recognize that severe mental health distress - including significant changes in behaviour, ongoing sleeping difficulty, withdrawing from social situations, not wanting to do things they normally like, physical signs of harm self harm, neglecting themselves, acute self-harm, eating disorders, severe anxiety, suicidal ideation, and suicide risk - may present an immediate safeguarding concern rather than a purely pastoral or well-being issue.

If a member of staff has a mental health concern about a pupil, they must treat it as a safeguarding concern and take immediate action by making a formal referral to the DSL team in line with this policy.

Staff should not attempt to diagnose mental health issues in pupils, as diagnosis remains strictly the remit of qualified medical and clinical professionals. However, staff are well-placed to identify early changes in behaviour, mood, or presentation that suggest a pupil is experiencing or developing a mental health problem. If a member of staff has any concerns

about a pupil's mental health, they should speak to the DSL or Head of Well-Being & Emotional Support for guidance. Where severe risks are identified, the DSL will engage external multi-agency pathways, such as Child and Adolescent Mental Health Services (CAMHS), in accordance with local safeguarding partnership thresholds.

More information can be found in the Mental Health and Behaviour in Schools guidance via the link below:

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

PROCEDURES FOR DEALING WITH DISCLOSURES/ALLEGATIONS OF ABUSE AGAINST STAFF
(including those from other organisations and other individuals accessing the school premises)

Allegations of abuse may be made against a member of staff, supply or agency staff, a volunteer, a governor, a pupil, parent or other person connected to the school. KCSIE (Sept 26) outlines two levels of allegations – those that meet the threshold and those which are low level allegations and concerns which are not classed as meeting the threshold.

1. **Allegations that may meet the harm threshold**

These are allegations that might indicate a person would pose a risk of harm if they continued to work in their present position or in any capacity in a school or college. This could include:

- Behaving in a way that has harmed a child, or may have harmed a child and/or;
- Possibly committing a criminal offence against or related to a child and/or;
- Behaving towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- Behaving in a way that indicates they may not be suitable to work with children (including outside of school) also known as "transferable risk" where the individual is involved in an incident outside of school which did not involve children but which might have an impact on their suitability to work with children, for example, a member of staff who is involved in domestic violence at home. In such an incident, even if no children were involved, the School needs to consider what triggered these actions and whether a child in the School could trigger the same reaction, therefore being put at risk.

Allegations of abuse against teachers and other staff (including supply staff) will be dealt with according to the statutory guidance set out in Part 4 of KCSIE (Sept 26). The School will ensure allegations against any supply or temporary staff are dealt with in the appropriate manner, and liaise with the LADO to determine a suitable outcome, even if the School is not the employer of the individual.

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided and the acronym TED (Tell, Explain, Describe) should be followed. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility. Staff should never promise a child that they will not tell anyone about an allegation.

The member of staff should inform the Headmaster and the DSL immediately and should make and submit an accurate written record so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. In the absence of the Headmaster the DSL will inform the Governor for Safeguarding issues. Cover will be provided to allow the member of staff time to write up accurately any disclosure as soon as possible. Records should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Where the allegation(s) concerns a member of staff this should be reported directly to the Headmaster, or where they concern the Headmaster to the Chairman of Governors and/or direct to the school's local authority.

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are considered when determining what action to take and what services to provide. The DSL is responsible for ensuring pupils are able to express their views and provide feedback.

When dealing with allegations the school will ensure it:

- Applies common sense and judgement;
- Deals with allegations quickly, fairly and consistently; and
- Provides effective protection for the child and support for the person subject to the allegation.

The School will not initiate any form of investigation without first consulting the Local Authority Designated Officer (LADO), or in the most serious cases, the police.

For an allegation against an adult the Headmaster will be the "case manager". He will lead the investigation and will contact the LADO for advice or direction. Where there is a conflict of interest in reporting a matter to the Headmaster, it should instead be reported directly to the LADO.

The Headmaster will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the LADO within 24 hours. This includes allegations relating to individuals or organisations using the school premises for the purpose of running activities for children (for example community groups, sports associations or service providers that run extra-curricular activities). As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meets the relevant threshold. The LADO and the Headmaster or DSL will decide in the circumstances what further steps should be taken. This could involve informing parents

and calling the police at which point the DSL will follow the guidance from **NSPCC "When to Call The Police**" for help in deciding on this step.

If the allegation concerns a member of staff, a volunteer or another pupil they would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however, and should a strategy discussion be required, or police or children's social care services need to be involved, no information will be shared with the accused until these agencies have been consulted and confirmed what information may be disclosed. The school is responsible for both investigating and supporting the person subject to the allegation and will normally appoint a senior member of staff to keep the person informed of the likely course of action and the progress of the case and to provide support for the individual accused. If a live-in member of the boarding staff is suspended pending an allegation, alternative accommodation away from the children will be provided.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive) or unfounded (no evidence or proper basis which supports the allegation being made). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records nor on any future employer references. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice including a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken or decisions reached and a copy provided to the person concerned. The school will retain any records containing allegations of sexual abuse for 75 years.

If an allegation is shown to be unsubstantiated, unfounded, false or malicious, the LADO should consider if the child who made the allegation needs help or may have been abused by someone else and this was a cry for help and therefore requires further support. In such cases a referral to children's social care may be appropriate. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate although all options to avoid suspension must first be considered. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the School's Capability and Disciplinary Policy. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the School's Behaviour and Discipline Sanction and Rewards Policy.

During the course of the investigation the school, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the

provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the Teaching Regulation Agency (TRA) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or could result in a conviction at any time for a relevant offence). The school will also consider making a referral to the DBS for consideration of whether inclusion on the barred lists is required. The school will also make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012, and Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009.

The school will always report to the DBS, as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from regulated activity including where any person's services (whether employed, contracted, a volunteer or a student) are no longer used because they are considered unsuitable to work with children because they have caused harm, are likely to harm or posed a risk of harm to a child. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above. The school acknowledges that this is a legal duty and failure to make a referral to the DBS when the criteria have been met is a criminal offence.

The school will also use the "harms test" as outlined in the DBS guidance to decide if a referral must be made. The "harms test" states that:

"A person satisfies the harm test if they may harm a child or vulnerable adult or put them at risk of harm. It is something a person may do to cause harm or pose a risk of harm to a child or vulnerable adult."

https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-the-harm-test

Where a teacher is dismissed because of serious misconduct, or might have been dismissed had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

In line with the guidance issued in KCSIE (Sept 26) the School will where appropriate report any historical abuse allegations to the police.

On conclusion of any case, a review, led by the DSL and in conjunction with the LADO, will examine the circumstances of the case to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future.

LOW-LEVEL CONCERNS - Concerns that do not meet the harm threshold

The governors are responsible for ensuring the School has policies in place to deal with concerns which do not meet the harm thresholds outlined above (page 12). These include the information contained here, the Complaints Procedure, Staff Code of Conduct and Behaviour & Discipline Policy for Pupils.

The School has a specific **Low-Level Concerns Policy** which is available on the Policy Drive.

CHILD ON CHILD ABUSE (incuding harrassment and violence)

All staff must be aware that children are capable of abusing their peers and that this can happen both inside and outside of School and both in person and online.

Child-on-child abuse can take different forms but is likely to include, though not limited to, the following:

- bullying (including cyber bullying and prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, hair pulling (and may also include an online element which threatens or encourages physical abuse);
- persistent verbal abuse, name-calling, belittling, or harsh criticism between peers (which can constitute emotional abuse);
- harmful sexual behaviour, sexual violence and sexual harassment - which may include misogyny/misandry;
- sexual harassment including sexual comments, jokes or remarks;
- causing someone to engage in sexual activity without consent such as forcing someone to touch themselves;
- consensual and non-consensual sharing of self-generated intimate images and/or videos, including AI-generated material, deepfakes, and automated online image sharing;
- upskirting (taking a picture under a person's clothing without permission);
- initiation / hazing

All staff must report any concerns regarding potential child-on-child abuse to the DSL and staff must follow a zero-tolerance approach and be clear that abuse is abuse and as such must not be dismissed as "banter" or "part of growing up". All staff must feel confident to challenge inappropriate behaviours between peers to ensure the culture of the school does not allow for unacceptable behaviours being ignored or normalised. All staff must be aware that abuse is preventable

Allegations of child-on-child abuse will be dealt with in the same way as any other allegations of abuse. The school operates a mandatory double-ended approach to safeguarding interventions; robust support pathways and monitoring will be established for both the victims and the perpetrators through the process. Where allegations of abuse or assault have been made against one or more pupils, a thorough and immediate safeguarding risk-assessment of the situation and risk-based decision-making (considering the advice of statutory authorities where appropriate) will be carried out to ensure the safety of all pupils. Child-on-child abuse will be referred to local agencies where the school has reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm.

The school aims to minimise the risk of child-on-child abuse by taking a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. To systematically reduce contextual online and peer risks, the school operates a strict mobile phone-free environment by default throughout the school day. Teaching and learning opportunities relating to child-on-child abuse, as well as other areas of safeguarding, are given to our pupils within the context of Life Skills lessons and through the following:

- Headmaster's assemblies;
- Year Group assemblies and Current Affairs discussions;
- Pastoral discussions between pupils and Form Tutors, Headmaster, Headmaster's wife and Heads of School;
- Engagement between pupils and the wider pastoral team, including Nurses and the Head of Well-Being and Emotional Support;
- Year group Life Skills presentations from external speakers.

Such lessons are to be given in an emotionally safe environment; ground rules of confidentiality should be given and any vulnerable pupils identified and managed in line with our Safeguarding Policy. The school recognises the challenge that young people face in talking about such issues and so learning opportunities should aim to develop confidence in our pupils so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns. Pupils must feel confident to report any abuse and know their concerns will be taken seriously.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. Please see our school policies on Anti-bullying, Cyber Bullying and our Anti-Bullying charter for further details. Incidents of bullying which are likely to lead to significant harm also fall under this policy.

CHILD ON CHILD SEXUAL VIOLENCE AND HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and both are categorised as a specific safeguarding issue in education (KCSIE Sept 26). It can occur through a group of children sexually assaulting or harassing a single child or group of children. Sexual violence and harassment occur both online and face to face (physically and verbally) and both on site and outside of School. Any and all such behaviours are unacceptable and the School maintains a zero-tolerance approach to sexual violence and harassment, with clear procedures in place for addressing and minimising the risk of child-on-child abuse, including harmful sexual behaviours, sexual violence, and sexual harassment. This includes a zero-tolerance approach to the creation, manipulation, or distribution of non-consensual AI deepfakes. Staff must be aware that harmful sexual behaviour may lead to sexual violence. All staff are reminded to maintain an attitude of "it could happen here" and that addressing inappropriate behaviour can be an important intervention in preventing future problematic behaviour.

The Sexual Offences Act 2003 states that the age of consent for sex is 16 years old. It is not intended that the sexual offences legislation be used to prosecute mutually consenting

sexual activity between under 16s, unless it involves abuse or exploitation. To protect younger children, the law says children aged under 13 years can never legally give consent.

All staff are responsible for watching out for signs of pupils being in abusive relationships and / or suffering from child-on-child sexual violence or sexual harassment. Some of the common signs of relationship abuse are detailed below though staff should be aware that all young people respond differently and these signs could also be indicators of other issues:

- Physical signs of injury
- Missing School
- Decline in attainment
- Changes in behaviour, mood and personality, becoming withdrawn and passive
- Bullying/being bullied
- Isolation from family and friends
- Inappropriate sexual behaviour, language or attitudes
- Depression
- Self-harm, eating disorders, problems with sleeping
- Use of drugs or alcohol (especially where these haven't been used before)

Further information and advice relating to sexual violence and sexual harassment between children in schools can be found in the Department for Education guidance *Sexual violence and sexual harassment between children in schools and colleges* and in Part 5 of KCSIE (Sept 26).

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSE)

In line with government regulations the School ensures the curriculum provides appropriate Relationship Education to pupils as outlined in the following guidance: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

The school is aware of The Lucy Faithfull Foundation's "Shore Space", a confidential online service for young people concerned about their own or others' sexual thoughts and behaviours. This resource is designed for children aged 13-18 so whilst not openly incorporated into our safeguarding curriculum and signposting materials, it is a tool that staff are aware of and can promote if felt necessary.

RESPONDING TO REPORTS OF SEXUAL VIOLENCE AND HARASSMENT

The school's initial response to a report from a child is extremely important. How the school responds to a report can encourage or undermine the confidence of future victims to come forward.

Whilst it is statistically more likely that girls will be victims and boys the perpetrators it is essential that **all** victims are reassured they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is also important to explain that the law is in place to protect children and not to criminalise them. Children who are victims of sexual violence or harassment will likely find the experience stressful and distressing and

will require effective support. KCSIE (Sept 26) contains useful information on how to safeguard and support victims.
It is important to note that children may not find it easy to tell staff about their abuse verbally and may instead act in ways which they hope adults will notice and react to or a member of staff may overhear a conversation which suggests a child has been harmed. As with all safeguarding concerns if staff have any concern at all they should immediately act upon it.

All staff are trained by the DSL in how to manage a report. Key actions, which should also be taken for reports of any kind of harm to a child, include:

- if possible managing reports with two members of staff present (ideally one to be the DSL or Deputy DSL);
- where the report includes an online element being aware of the advice regarding images
  https://www.gov.uk/government/publications/searching-screening-and-confiscation
  and
  https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
  The absolute baseline consideration is for staff never to view, download, copy, or forward illegal images of a child.
- not promising confidentiality at this initial stage;
- recognising that a child is likely to disclose to someone they trust and this could be **any** member of staff both teaching and non-teaching;
- recognising that an initial disclosure may only be the first incident reported and that trauma can impact memory so children may not be able to recall timelines and details;
- remembering that certain children face additional barriers to sharing information because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgemental, clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a detailed summary. Staff should be careful of not being distracted by note taking while the child is talking and ensure they remain engaged with the child. Either way a **written report is essential and recordings must be uploaded to CPOMS**. If a member of staff is unsure how to do this they should speak to the DSL.
- only recording facts as the child presents them and not adding any personal opinion or additional details.
- informing the DSL as soon as possible (if they are not involved in the initial report).

The DSL will complete an immediate risk and needs assessment and will consider the 4 scenarios for action as below:

1. **Manage Internally**

   In some cases of sexual harassment, for example one-off incidents, the DSL may take the view that the children concerned are not in need of early help or referrals to statutory

services and that instead the incident will be handled internally using the school's internal counselling and/or discipline policies. The DSL will ensure such actions are underpinned by the principle of zero tolerance and ensure all decisions are recorded.

2. Family Help (formerly Early Help)

The DSL may decide the children involved would benefit from the targeted early help level of Family Help rather than referral to statutory services. Family Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Providing Family Help is more effective in promoting the welfare of children than reacting later. Family Help can be particularly useful to address non-violent harmful sexual behaviour (HSB) and may prevent escalation of sexual violence.

3. Referral to Children's Social Care

Where a child has been harmed, is at risk of being harmed, or is in immediate danger the DSL will make a referral to local children's social care and follow guidelines as set out in KCSIE (Sept 26).

4. Reporting to the Police

The DSL will when appropriate also report the incident to the police.

If a report is determined to be unsubstantiated, unfounded, false or malicious the DSL must consider whether the person who made the report requires help or may have been abused by someone else and this is a cry for help. A referral to children's social care may then also be appropriate. If a report is found to be deliberately malicious the school will follow the Behaviour and Discipline Policy in dealing with this.

SUPPORTING LGBT AND GENDER-QUESTIONING CHILDREN

Pinewood recognises that the fact a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm. However, children who are LGBT, or perceived to be, can be targeted by other children. The School ensures pupils have access to the Head of Well-Being for support and encourages communication for pupils to share any concerns.

When supporting a gender-questioning child, the School takes an exceptionally cautious approach and considers the broad range of their individual needs, utilising professional curiosity to address wider vulnerabilities, including clinical factors and the risk of bullying. In strict alignment with statutory guidance.

Pinewood School will not initiate any social transition processes (such as changes to names, pronouns, or uniforms) for gender-questioning pupils.

Parental involvement is the mandatory default. The School will actively engage parents in the vast majority of cases regarding gender identity, unless the Designated Safeguarding Lead (DSL) explicitly documents that doing so poses an immediate and significant safeguarding risk of harm to the child.

Provision based on biological sex will be strictly maintained across all toilets, changing facilities, and boarding/residential accommodations to ensure the safety, privacy, and dignity

of all pupils. Alternative, individual facilities will only be explored where appropriate, without compromising single-sex spaces.

The School will continue to legally and accurately record a child's biological sex in all official school records.

Some sports may be played in single-sex groups to ensure a child's safety, however where there are no safety concerns and a child makes a request relating to how they participate, Pinewood will need to consider the request in light of the advice on "considering requests for support with social transition". This means that the school or college would need to take into account all the relevant factors, including whether supporting social transition is overall in the best interests of the child, as well as considering the impact on other children and the aim of creating safe and fair environments for children to participate in PE.

ALLEGATIONS AGAINST PUPILS

Any allegation of child on child abuse (including harrassment and violence) must be reported immediately to the DSL. The DSL will take advice from a Local Authority Designated Officer on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of a Local Authority Designated Officer, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him / her if it is necessary to suspend him / her during the investigation.

Staff should refer to the School's Anti-Bullying, CyberBullying and E-Safety Policies for further details.

SERIOUS VIOLENCE

All staff should be aware of indicators which may signal that pupils are at risk from, or are involved with serious violent crime. These may include increased absence from school, changes in friendships or relationships with older individuals or groups, signs of self-harm or assault or unexplained injuries. Unexplained gifts and possessions could also indicate pupils are involved with individuals associated with criminal gangs or networks.

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

In line with current framework guidance, staff must also recognise that pupils who are repeatedly removed from the classroom, experience multiple suspensions, or are placed on part-time timetables carry an elevated risk profile and require early contextual safeguarding monitoring.

Crucially, staff must report concerns to the DSL not only if a child is found to be carrying or using a weapon, but if they express any verbal or written intent to do so. The School maintains a zero-tolerance approach to weapons on site, and any expression of intent will trigger an immediate safeguarding review.

Where early markers of peer conflict, gang interest, or weapon fascination are identified, the School is committed to utilising "teachable moments." The DSL team will implement early, evidence-based interventions, such as internal mentoring, therapeutic support, or external multi-agency pathways, to proactively de-escalate risks before they cross criminal thresholds.

All staff should be aware of the associated risks and understand the measures in place to manage these. Further advice is provided from the Home Office using the following links:

https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, DISABILITIES OR HEALTH ISSUES

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Pinewood recognises that language around autism has been updated in line with the SEND Code of Practice and the term "autism spectrum disorder (ASD)" has been replaced with "autism".

All staff are responsible for recognising the additional barriers which can exist when recognising abuse, neglect and exploitation in this group of children. Staff requiring additional support in recognising these barriers should speak to the DSL and / or the Head of Learning Skills for further advice and support.

In line with the Department for Education's (DfE) statutory guidance, Allergy Safety in Schools, our school is committed to maintaining a safe, inclusive environment for all pupils with severe allergies and risk of anaphylaxis. We maintain a dedicated Allergy Safety Policy alongside a designated Senior Lead for Allergy Safety and governing body oversight to establish clear accountability across all school operations and educational visits. Every pupil with a diagnosed allergy has an up-to-date Individual Healthcare Plan (IHP), and all staff receive mandatory allergy awareness training covering early symptom recognition, risk minimisation, emergency response procedures, and the correct administration of Adrenaline Auto-Injectors (AAIs). To further mitigate risk, the school maintains a stock of spare AAIs on site for emergency use and enforces robust risk-assessment, catering allergen control, and

incident reporting processes to ensure pupils with allergies are fully supported and safely included in all aspects of school life.

KCSIE (26) states that an incident regarding the management of a child's medical condition or allergy does not, in and of itself, warrant a safeguarding referral. However, a safeguarding referral is necessary if the medical incident highlights that a child is at an increased risk of neglect, abuse, or exploitation because of their condition (e.g. parents repeatedly withholding vital medical information, essential or emergency medication consistently not being provided by caregivers, signs that a child is being targeted or mistreated due to their disability or health status).

Further information can be found in the Government's:
SEND Code of Practice 0 to 25 years

Supporting Pupils at School with Medical Conditions.

Should staff need to consider using restraint in response to an incident involving children with SEN and disabilities, extra care should be taken to consider the risks, given the additional vulnerability of such children and the potential risk to their well-being. Further details on the use of restraint may be found in the school's Restraint policy.

LOOKED AFTER CHILDREN & CHILDREN WHO NEED A SOCIAL WORKER

Staff members are alerted to the particular potential vulnerabilities of looked after children, and previously looked after children, as well as children who need a social worker due to safeguarding or welfare needs, and the governing body has appointed the DSL as the designated teacher to promote the educational achievement of any children who are looked after and will ensure the DSL has appropriate training and knowledge to protect and promote their welfare.

The DSL is aware that the role of Virtual School Heads has been extended to include non-statutory responsibilities to promote the educational achievement of:
• Children in care • Children with a social worker • Children in kinship care

The DSL is responsible for ensuring they have the required information on any looked after children, including details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL must liaise regularly with staff from the virtual school and attend all Child Protection conferences / core groups and Local Authority meetings as necessary.

CHILDREN IN ALTERNATIVE PROVISION

If Pinewood were required to place a pupil with alternative provision providers, the school must ensure:
• written confirmation that appropriate safeguarding checks have been carried out on all staff at the alternative provider (i.e., those checks that schools would otherwise perform on their own staff);

• written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e., staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff;
• accurate records of the child's location (address where they are being educated and any satellite sites);
• placements are reviewed at least half-termly to ensure the child is attending, their needs are met and the setting is safe;
• If safeguarding concerns arise, placements are immediately reviewed and terminated if necessary.
The school maintains responsibility for the safeguarding of pupils placed with alternative provision providers. These requirements align with the DfE Alternative Provision guidance.

YOUNG CARERS

Staff should be alert to the needs of young carers (at Pinewood we use the term young supporters), recognising that caring responsibilities can have an impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young supporters receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.

ONLINE SAFETY

Pinewood takes all reasonable action to limit children's exposure to the risks from the school's IT system and ensure the school has appropriate filters (Fortigate) and monitoring (Smoothwall) systems in place and regularly review their effectiveness in line with national expectations. This includes an annual meeting between the DSL, I.T Manager and the Governor responsible for I.T, who review access reports and records and the filters in place on all internet connected devices.

Online safety can be categorised into four areas of risk:

- **Content**: being exposed to illegal, inappropriate or harmful content (e.g. pornography, racism, misogyny/misandry, self-harm, suicide, antisemitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact**: being subjected to harmful online interaction with other users or generative AI applications that simulate this (e.g peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them
- **Conduct:** personal online behaviour which increases the likelihood of, or causes, harm for example making, sending or receiving explicit images (e.g. consensual and non-consensual sharing of indecent or semi-indecent images and/or pornography, including those generated using AI and online bullying);
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Pinewood recognises the need to ensure children are safeguarded from potentially harmful and inappropriate online material, acknowledging that this now explicitly includes misinformation (including fake news) and conspiracy theories, reflecting growing risks in the digital space. All staff and pupils are required to follow the school's E-Safety Policy. The school aims to promote and educate pupils in the safe use of technology and ensures pupils are taught about online safety. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes the creation of deepfake images and the use of "nudify" tools.

Staff must understand the safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing) and further guidance can be found at Generative artificial intelligence in education and resources can be found at Using AI in education settings (Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property).

Serious incidents will be managed in line with the child protection procedures outlined in this policy. The DSL follows and shares the advice regarding the sharing of nude and semi-nude images from the UK Council for Internet Safety (UKCIS). All staff are also able to access the advice (Dec 2020) by following the link below:

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Pinewood aims to ensure online safety remains a running theme throughout all policies and procedures and online safety must be considered whilst planning curriculums and in teaching and staff training.

The school does not permit pupils to bring mobile telephones, smart phones, tablets or handheld devices into school and should it be required, the school follows the Department for Education's statutory Searching, Screening and Confiscation advice.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

When using online technology within the school (e.g. on school laptops and devices) the school's E-Safety Policy must be followed and the necessary levels of filtering and monitoring are in place in order to limit as far as possible exposure to online risks. The school also ensures the appropriate level of security protection procedures are in place.

Although Pinewood does not allow pupils to bring mobile or handheld devices on site, it recognises that many pupils own or have access to handheld devices and parents are therefore encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. The DSL is always available to support parents with issues and any allegations of child-on-child abuse or child abuse which take place online during times outside of school hours and off the school site. Any such issues should be managed in line with this policy.

The school conducts an annual review of our approach to online safety, including its filtering and monitoring systems, in order to ensure the ever-evolving risks are considered and our approach is amended accordingly. All staff receive regular briefings and training on online

safety matters including during induction for new staff. Staff are also encouraged to access the information and support available in Annex F of KCSIE (Sept 26) for further information.

Technology Resources and AI Guidance - In line with guidance from KCSIE (Sept 26), Pinewood will utilise the DfE's "Plan Technology for Your School" service to self-assess filtering and monitoring systems and obtain personalised recommendations to meet national standards. This service helps schools plan and use digital technology to keep children safe online, prevent cyber incidents and upgrade & maintain technology in cost-effective ways with recommendations to help meet the digital and technology standards.

The school has regard to the DfE guidance on Generative AI in Education which sets out the capabilities and features that should be in place for users in educational settings. Pinewood also has its own dedicated AI Policy, which can be found in the shared drive.

PARENTS

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform the parents of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

POSITION OF TRUST

The school's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour and Discipline Sanction and Rewards Policy and in enforcing our Anti-Bullying Policy.

Time is allocated in Life Skills (PSHE) to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. As outlined in our Prevent Policy and Cyber Bullying Policy the school curriculum also educates pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material. In line with government regulations the School ensures the curriculum provides appropriate Relationship Education to pupils as outlined in the following guidance:

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

Further advice for teachers regarding training on delivering Relationships, Sex and Health Education (RSHE) can be found via the link below:

https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health

All pupils know that there are adults to whom they can turn if they are worried, including the School's Independent Listeners, and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- Every child has a homework diary which contains guidance on where to turn for advice, including confidential helplines and web addresses for external specialists such as ChildLine, Children's Commissioner on 0800 528 0731 www.childrenscommissioner.gov.uk and the contact details for the School's Independent Listeners.
- All pupils have access to a telephone helpline enabling them to call for support in private. Relevant telephone numbers are provided in the Boarders' telephone booth including for the School's Independent Listener.
- Our surgery and boarding accommodation display advice on where pupils can seek help.
- We provide leadership training to senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on Cyberbullying please refer to the relevant school policy on Cyberbullying and E-Safety.
- We provide Life Skills and Current Affairs lessons for pupils in Upper School which include information on radicalisation and Female Genital Mutilation.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

STAFF BEHAVIOUR AND ALLEGATION MANAGEMENT

Members of staff must consult the relevant Staff Handbook and the following policies in connection with Staff Behaviour:

Staff Code of Conduct
Low Level Concerns Policy
Social Media
Contact Adult to Child

Restraint
Alcohol
Data Protection
Whistleblowing
Intimate Care

All policies are available to staff on the Teachers Shared computer drive or in paper format on request to the Assistant Bursar & Director of HR.

In alignment with the Oxfordshire Safeguarding Children Partnership (OSCP) procedures and statutory guidance (KCSIE 2026), Pinewood maintains a zero-tolerance approach to abuse and takes all allegations against staff, volunteers, or governors with the utmost seriousness. We are committed to a "culture of vigilance" and ensure that any concern, whether it occurs within the school, in the individual's personal life, or relates to a "transferable risk" from their associates, is dealt with fairly, quickly, and consistently.

In accordance with local protocols, all allegations that meet the harm threshold will be reported to the Local Authority Designated Officer (LADO) within 24 hours and before any internal investigation is initiated. We recognise that such processes may involve three distinct strands: a police investigation, social care enquiries, and our own internal disciplinary procedures. While we provide support to the individual under investigation, the welfare of the child remains our paramount concern, and we will not use "settlement agreements" to bypass a full and thorough investigation, even if a staff member resigns.

CHILDREN ABSENT AND MISSING FROM EDUCATION

All children, regardless of circumstances, are entitled to a full-time education. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children are safe and receiving suitable education.

All staff should be aware that children who are absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse, neglect and exploitation, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing from education altogether in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures and are required to follow the school's procedures for unauthorised absence as outlined in the school's Missing Pupils Policy.

Pinewood recognises that Working Together to Improve School Attendance guidance is now statutory guidance and key implications include that unexplained absence must be considered as a safeguarding risk. To monitor attendance and help observe any patterns, Tutors are sent attendance data fortnightly and are required to follow up with families where absence rates are over 8%, unless authorised and explainable. Attendance is a standing agenda item in every Pastoral meeting and is regularly discussed within the Safeguarding section in the weekly SMT and SLT meetings. Please see School's Attendance Policy and Procedure for more guidance.

The school will aim where reasonably possible to ensure we hold more than one emergency contact number for all pupils to allow contact to be made with a responsible adult should a child missing education also be identified as a welfare and / or safeguarding concern.

In addition, and in line with the school's Prevent Policy, staff are required to understand the importance of monitoring pupil absences and promptly addressing any concerns regarding irregular absence with parents/carers. Staff should ensure they are mindful of their obligation to inform the local authority of any concerns relating to pupil absence in line with KCSIE (Sept 26). Staff are able to report any concerns to the DSL and ensure they follow the safeguarding procedures to protect pupils who go missing from school, particularly on repeat occasions. The DSL is then responsible for notifying the Local Authority should a pupil fail to attend school regularly or be absent without permission for more than 10 continuous school days.

ADMISSIONS REGISTER

The Registrar is responsible for the school's Admissions Register and for ensuring it remains accurate and up to date. They must ensure that pupils are placed on the Admissions Register at the beginning of the first day on which the School has agreed, or been notified, that the pupil will attend the school. If the pupil then fails to attend school on the agreed date, the DSL must be informed to allow them to consider notifying the Local Authority at the earliest opportunity to prevent the child from going missing from education.

If a parent notifies the School that their child will live at another address, the Registrar must record in the Admissions Register:

- the full name of the parent with whom the parent will live;
- the new address; and
- the date from when the pupil is expected to live at this address

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in the future, the Registrar must record in the Admissions Register:

- the name of the new school;
- the date on which the pupil first attended or is due to start attending that school

The school is required to notify the Local Authority **within five days** when a pupil's name is added to the admission register (excluding pupils registering for Nursery).

The school must also notify the Local Authority when a pupil's name is to be deleted from the Admissions Register under any of the 15 grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended Sept 2016, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register (excluding pupils leaving at the end of Year 8).

The school must provide the Local Authority with the required information relating to pupils who are being deleted from the Admissions Register in line with KCSIE (Sept 26).

If a parent or carer expresses an intention to remove a child from school with a view to educating at home the school will work with the parents, Local Authority and other key

professionals to coordinate a meeting, ideally before the final decision is made, to ensure the parents / carers have considered what is in the best interest of the child. This is particularly important where a child has SEND, is vulnerable and/or has a social worker.

EQUALITY

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through Life Skills lessons, the Pupil and Boarders' Councils, participation in anti-bullying week, tutor meetings and frequent and regular conversations between staff and pupils.

COMPLAINTS

Copies of the school's complaints procedure can be sent to any parent on request and it is also available on the school website. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, they should report it at once to the Headmaster and to the DSL, or to the Chair of Governors where the concern relates to the Headmaster. Any concern will be thoroughly investigated under the school's Whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

Staff and volunteers should also feel confident to raise concerns about poor or unsafe practice or relating to any perceived failures in the school's safeguarding processes through the school's Whistleblowing procedures. Further details can be found in the school's Whistleblowing Policy.

Should staff feel unable to raise concerns, or feel that a genuine concern is not being addressed, they may also wish to follow other whistleblowing channels including the NSPCC whistleblowing helpline 0800 028 0285 (from 8am–8pm) or email help@nspcc.org.uk . Advice can also be found on the NSPCC website using the link below:

https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

ACCESS AND USE OF SCHOOL PREMISES BY EXTERNAL SUPPLIERS, NON-SCHOOL ACTIVITIES AND OFF-SITE ACTIVITIES

As part of our commitment to safeguarding, visitors are required to read and acknowledge our Safeguarding procedures when signing in at the Office. This includes the information that they are strictly prohibited from using equipment capable of covert filming, audio recording, or data capture. This includes, but is not limited to, smart glasses (e.g., Meta Ray-Bans), body-worn cameras, and AI-integrated recording devices. These measures are in place to prevent the unauthorised capture of student images or data and to maintain a secure environment for all. Failure to comply would result in the termination of their visit and a formal report to our Designated Safeguarding Lead.

Pinewood will ensure that contractors and providers are aware of the school's safeguarding policy and procedures and that this will be referred to and followed if an allegation is made regarding a member of their agency. The school will require that employees and volunteers provided by these organisations use the school's procedures to report concerns.

Where the School premises are let to organisations or individuals it is the responsibility of the Bursar to ensure the appropriate safeguarding arrangements are in place to keep children safe. All letting agreements should include safeguarding arrangements as a condition of use and occupation of the premises.

Where services or activities are provided separately by a third party or other organisation, the school will require assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. If assurance is not obtained, permission to work with our children or use our school premises may be refused. Pinewood will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that external providers are required to have in place.

SUMMARY OF STATUTORY FRAMEWORK UPDATES AND COMPLIANCE (KCSIE 2026)

Compliance Notice: This section details the explicit statutory changes brought into mandatory effect from 1 September 2026. All school operations, local policies, and staff training modules have been fully updated to reflect these 2026 standards.

- **Gender-Questioning Pupils (Cass Review Alignment)**: Formally incorporates statutory restrictions regarding social transition. Pinewood operates on a strict "cautious approach" default, making parental involvement mandatory unless a documented risk of immediate significant harm exists. It explicitly prohibits pupils from entering toilets, changing rooms, or residential blocks designated for the opposite biological sex.
- **Mobile Phone-Free Environment:** Codifies the updated Department for Education (DfE) directive that all schools must operate as mobile phone-free environments by

default throughout the entire school day (including breaktimes, mealtimes, and transitions).

- **AI, Deepfakes, and Digital Image Terminology:** Transitions away from legacy language like "sexting" to "self-generated intimate images and/or videos." The framework explicitly expands the definitions of child-on-child abuse and online harm to include AI-generated material, deepfakes, and the use of algorithmic "nudify" software.
- **Mental Health, Suicidal Ideation, and Safeguarding Integration:** Heightens the threshold for identifying mental health as a core safeguarding risk indicator. For the first time, KCSIE explicitly incorporates suicidal ideation and suicide risks alongside self-harm and eating disorders, requiring staff to treat disclosures through a safeguarding lens rather than an exclusively pastoral one.
- **Expanded Definition of Emotional Abuse:** Formally widens the scope of emotional abuse to explicitly include persistent verbal abuse, name-calling, harsh criticism, and belittling between peers, shifting these behaviors into required DSL reporting pathways.
- **Misogyny as a Safeguarding Harm:** Integrates targeted references throughout the text addressing extreme misogyny and how it intersects with Harmful Sexual Behaviour (HSB), aligning directly with preventative RSHE curriculum mandates coming into force in September 2026.
- **Widened "Early Help" Safeguarding Triggers:** Expands the criteria of children who may require early or targeted intervention to include pupils who are repeatedly removed from the classroom or placed on part-time timetables, recognizing these as primary indicators for potential child criminal exploitation (CCE).
- **Removal of Annex A:** Eliminates the shortened "Annex A" option. To ensure absolute parity in safeguarding awareness, all school staff (including non-teaching, transport, and administrative teams) are now strictly mandated to read Part One of KCSIE 2026 in its entirety.
- **Part 4 Allegations & Trainee Teachers:** Formally expands the scope of Part 4 (Allegation Management) to explicitly include trainee teachers alongside supply staff, volunteers, and contractors. It reinforces that the Headmaster must immediately consider a Local Authority Designated Officer (LADO) referral upon receipt of any concern meeting the harm threshold.
- **The 4Cs of Online Safety Update:** Updates the "4Cs" framework to include specific exposure to extreme online physical or sexual violence under *Content*, and harmful interactions with generative artificial intelligence under *Contact*.
- **Working Together 2026 Structural Realignment:** Aligns fully with the freshly revised *Working Together to Safeguard Children 2026* statutory guidelines, specifically defining the distinct operational thresholds between school-led pastoral early help and statutory multi-agency Family Help arrangements.

Note: This document incorporates all technical changes from KCSIE 2026. Pinewood will update this policy again as and when additional guidance is published.

MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its Safeguarding (Child Protection) Policy and procedures through the following activities:

- Review and sign off by the Oxfordshire Safeguarding Children Partnership (OSCP);
- Annual review and sign off by the Governing Body;
- Governor visits to the school including a termly visit from the Safeguarding Governor;
- Senior leadership and management team discussions;
- Staff meetings;
- Pupil questionnaires;
- Scrutiny of attendance data;
- Regular analysis of a range of risk assessments especially by the Health & Safety Officer;
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school;
- Termly scrutiny by governors and reference to Child Protection in all governor meeting minutes;
- A log of serious incidents (including bullying and/or racist behaviour) is recorded on CPOMS and trends are reviewed regularly by the senior leadership team;
- Regular review of parental concerns and parental questionnaires;
- Regular review of the use of pupils' common rooms and changing rooms and any other leisure rooms and activities after school;
- Regular review of the Pupil Council & Boarding Council Minutes;
- Pastoral Committee.

Staff should have regard for the following policies and statutory guidance amongst others:

Low Level Concerns
Staff Code of Conduct
Prevent Policy
Missing Pupils
Restraint
Whistleblowing
Data Protection
Cyber-bullying
Anti-bullying
E-Safety
Social Media

Recruitment & Selection Policy
Attendance Policy and Procedure
Keeping Children Safe in Education (KCSIE 2026)

Reviewed and updated by Sarah Martyn-Fisher (DSL): September 2026
Pending approval by Jo Lloyd (Oxfordshire LADO) and Governance Committee: October 2026

APPENDIX A

TYPES OF ABUSE & FURTHER INFORMATION

All school staff must recognise that abuse, neglect, and safeguarding issues are rarely standalone events. In almost all cases, multiple indicators and forms of harm will overlap.

Annex A of **Keeping Children Safe in Education (KCSIE 2026)** contains critical statutory guidance on specific forms of abuse and safeguarding issues. All staff at Pinewood who work directly with children are required to read and understand Part One and Annex A of the current 2026 guidance. All other non-teaching, transport, and administrative staff are strictly required to read Part One in its entirety, as the legacy shortened "Annex A" option has been formally decommissioned to ensure equal safeguarding vigilance across the workforce.

Statutory guidance and relevant documentation can be accessed via the official GOV.UK digital portals:

- Keeping Children Safe in Education (KCSIE)

EXTRA-FAMILIAL AND CONTEXTUAL HARMS

Staff must be aware that safeguarding incidents, vulnerabilities, and abusive behaviours frequently originate or manifest outside the school environment and beyond the family unit. Contextual and extra-familial harms take a variety of distinct forms. Children can be concurrently vulnerable to multiple overlapping harms, including:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Serious youth and peer-on-peer violence
- County lines drug distribution networks
- Online radicalisation and extremist targeting

The Designated Safeguarding Lead (DSL) and broader pastoral teams will actively utilise professional curiosity to evaluate risks within the local community, peer groups, and online spaces to disrupt these contextual harms early.

THE DIGITAL INTERSECTION OF HARM

Technology is a critical, systemic component in modern safeguarding and mental well-being issues. Abuse rarely happens in isolation; online abuse and real-world exploitation occur concurrently. Children can target and abuse their peers online through:

- Abusive, harassing, and explicitly misogynistic or hyper-sexualised messaging.
- The non-consensual sharing of intimate images within chat groups.

- The creation, alteration, or weaponisation of AI-generated material, deepfakes, and the use of automated "nudify" software tools.
- Exposure to extreme physical or sexual violence (*Content* risks) and harmful interactions with generative artificial intelligence (*Contact* risks).

THE FOUR CORE CATEGORIES OF ABUSE

Abuse is a form of maltreatment of a child. It may involve inflicting harm or failing to prevent harm.

1. Physical Abuse

Physical abuse involves hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (see *Perceived or Induced Illness* protocols).

2. Emotional Abuse

The persistent emotional maltreatment of a child causing severe and adverse effects on their emotional and psychological development. In accordance with KCSIE 2026, the statutory definition of emotional abuse explicitly includes persistent verbal abuse, name-calling, harsh criticism, and belittling between peers.

It also involves conveying to a child that they are worthless, unloved, or valued only insofar as they meet another person's needs; deliberately silencing them or mocking their communication; imposing developmentally inappropriate expectations; or preventing the child from participating in normal social interaction. Witnessing the ill-treatment or domestic abuse of others is a primary driver of emotional abuse.

3. Sexual Abuse

Forcing, causing or enticing a child or young person to take part in sexual activities, regardless of whether the child is consciously aware of the nature of the act. This encompasses physical contact—including assault by penetration (such as rape or oral sex) and non-penetrative acts (such as masturbation, kissing, rubbing, and touching outside of clothing)—and non-contact activities.

Non-contact sexual abuse includes forcing children to view or participate in the production of explicit images, automated or algorithmic image generation, watching sexual activities, or online grooming. Sexual abuse can be perpetrated by adults of any sex, as well as by other children (child-on-child abuse).

4. Neglect

The persistent failure to meet a child's basic physical, medical, emotional, and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect can manifest during pregnancy through maternal substance misuse.

Post-natally, it includes failing to provide adequate food, clothing, shelter, or heating (including abandonment or exclusion from the home); failing to protect a child from physical and emotional harm; providing inadequate supervision (including utilising inappropriate carers); or refusing/failing to secure necessary medical care, treatment, or dental intervention.

Witnessing Ill Treatment of Others

Harm includes non-physical ill-treatment and the deep psychological impact of witnessing the ill-treatment of others. This is a critical factor under the Domestic Abuse Act, which legally recognises children as victims of domestic abuse in their own right if they see, hear, or experience the effects of parental or familial abuse, or if they experience abuse within their own intimate peer relationships.

Specific safeguarding issues

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, unexplainable and/or persistent absences from education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; trafficking, private fostering, missing children and adults and missing children from home or care.

Child Sexual Exploitation (CSE)

A devastating form of sexual abuse where individuals or groups exploit an imbalance of power to manipulate, coerce, or deceive a child into sexual activity in exchange for money, drugs, shelter, status, or perceived affection.

Consent can never legally or psychologically be given by a child experiencing exploitation, even if the child believes they are entering the relationship voluntarily. CSE does not require physical contact and proliferates online. Indicators include:

- Receipt of unexplained, luxury gifts, money, or multiple mobile devices.
- Associating with older, dominant, or inappropriate individuals or peer groups.
- Frequent unexplainable missing episodes, coming home late, or targeted truancy.
- Rapid changes in mental health, substance misuse, or signs of physical/sexual trauma.

Looked-after children (LAC), children with Special Educational Needs and Disabilities (SEND), and children experiencing unstable home environments face a disproportionately high risk of targeted exploitation.

Child Criminal Exploitation (CCE) & County Lines

CCE involves individuals or groups exploiting a power imbalance to coerce, control, or manipulate a child into criminal activity (such as drug running, storing weapons, money laundering, or retail theft) for the financial or operational advantage of the perpetrator.

This form of harm is a defining feature of **County Lines** activity, where urban drug syndicates use dedicated mobile hotlines to coordinate the exploitation of children to transport illicit goods to suburban, rural, or coastal areas.

> **Vulnerability Operational Trigger:** In line with statutory frameworks, staff must recognise that pupils who are repeatedly removed from the classroom, face multiple suspensions, or are placed on part-time timetables carry an elevated vulnerability profile for CCE and require proactive multi-agency monitoring before criminal thresholds are breached.

Cybercrime

Criminal activity committed via computers or networks, including unauthorised system access ("hacking"), Distributed Denial of Service attacks ("booting"), or configuring malicious malware. Children with highly developed technical profiles or social isolation can inadvertently or deliberately step into cybercrime networks. Where a risk is identified, the DSL will evaluate an immediate referral to the regional **Cyber Choices** programme.

So-Called "Honour-Based" Abuse (HBA)

A collection of practices used to control behaviour within families or communities to protect perceived "honour." HBA encompasses forced marriage, Female Genital Mutilation, and practices like breast ironing. HBA is a severe violation of child protection laws, and staff must treat all indicators through standard safeguarding emergency channels regardless of cultural motivations or explanations.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It is highly illegal.

- **The Statutory Mandatory Reporting Duty:** Teachers have an absolute personal statutory obligation to report directly to the Police (via the 101 non-emergency line) if they discover, either through a direct verbal disclosure from the victim or via visual confirmation, that an act of FGM has been carried out on a girl under the age of 18. This duty rests on the individual teacher; it cannot be delegated to the DSL, though the DSL must be informed immediately after the report is filed.
- **Risk Mitigation:** Where a teacher suspects a girl is *at risk* of FGM (e.g., imminent travel to an affected region, familial conversations) but FGM has not taken place, they must not contact the police directly under the mandatory duty but must instantly file an emergency safeguarding referral via CPOMS to the DSL team to activate local multi-agency children's social care protocols.

Forced Marriage

A marriage conducted without the full, free, and informed consent of one or both parties, where coercion, psychological, financial, or physical pressure is applied.

- **Under-18 Statutory Absolute:** It is a strict criminal offence to carry out any conduct designed to cause a child (under 18) to marry, regardless of whether coercion or force is utilised. This statutory restriction applies uniformly to non-binding, unofficial, or religious "marriages" as well as legally recognised unions.

Radicalisation & Extremism (The Prevent Duty)

The process by which an individual is steered to support terrorism or forms of violent extremism that oppose fundamental British values (including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs).

The internet, algorithmic amplification, and closed digital spaces serve as primary drivers for radicalising vulnerable young people. Staff must monitor rapid behavioural shifts, ideological fixation, or expressions of targeted hostility, and report directly to the DSL for potential escalation to the **Channel** panel framework.

Modern Slavery & Human Trafficking

The recruitment, movement, or harbouring of children for the explicit purpose of exploitation. It encompasses forced labour, domestic servitude, sexual exploitation, and organ harvesting. Modern slavery operates within domestic borders as well as internationally, frequently intersecting directly with County Lines and CCE networks.

CLINICAL AND SAFEGUARDING RISKS IN MENTAL HEALTH

Statutory Threshold Re-alignment: Disclosures or indicators regarding severe mental health degradation must be assessed through a dedicated safeguarding framework, rather than being handled purely as an internal pastoral or medical issue.

Staff must maintain heightened vigilance regarding:

- Suicidal Ideation and Intent: Any verbal, written, or digital expression of intent or fascination with suicide or self-harm will trigger an immediate emergency safeguarding review and risk-assessment.

- Eating Disorders & Severe Self-Harm: Rapid changes in eating patterns, physical screening evasion, tissue damage, or scratching must be referred directly to the DSL team to establish coordinated clinical and statutory interventions.

Special Educational Needs and/or Disabilities (SEND)

Children with SEND experience a statistically higher vulnerability to abuse, neglect, and peer-on-peer exploitation, while simultaneously facing significant communication barriers.

- Staff must never assume that behavioural fluctuations, sudden changes in mood, unexplainable physical injuries, or social withdrawal are simply "part of the child's disability or condition."
- In accordance with the SEND Code of Practice, legacy diagnostic descriptions have been updated; the term "autism spectrum disorder (ASD)" is replaced universally with **"autism."**

Sexting in schools

Staff may find further advice on responding to and managing sexting in Schools by following the link below:

https://swgfl.org.uk/resources/managing-sexting-incidents/

RECOGNISING THE PHYSICAL AND BEHAVIOURAL INDICATORS OF HARM

The following markers, while not definitive proof of abuse on their own, indicate underlying distress or risk that demands immediate documented exploration and referral via CPOMS.

General Behavioural Indicators (All Ages)

- Persistent nightmares, fear of specific zones, or severe sleep disruption.
- Sudden, uncharacteristic personality inversions, chronic anxiety, or unprovoked outbursts of rage.
- Compulsive or harmful behaviour directed toward animals, peers, or school property.
- Advanced, inappropriate knowledge of adult issues, substance misuse, or explicit sexual dynamics.
- A persistent habit of flinching or defensive posturing in response to routine, harmless physical movements.
- Developmental regression (e.g., thumb-sucking, wetting) without clear medical explanation.

Age-Specific Signposting Matrices

1. Infancy to Preschool (Early Years)

- Complete absence of distress or attachment behaviour upon a parent's departure or arrival (learned non-responsiveness).
- Unexplained or unaccounted-for head injuries, or bruising on infants who are not yet mobile (crawling or walking).
- Severe developmental delays (such as speech acquisition) lacking a documented clinical diagnosis.
- Significant weight deficits coupled with ravenous eating when food is presented in monitored settings.

2. Middle Childhood & School Age (5 to 12 Years)

- Pronounced reluctance to return home after the school day concludes, or explicit anxiety regarding parental pick-up timings.
- Complete isolation from peers, lack of basic social integration, or extreme secrecy regarding family dynamics.
- Chronic punctuality failures, unexcused absences, or parents displaying total hostility or unresponsiveness to professional school communication.
- Extreme reluctance to participate in PE or swimming changes, often indicating a desire to conceal physical trauma or markings.

3. Adolescence (13 to 16 Years)

- Early-onset, regular consumption or misuse of alcohol, vaping, or controlled substances.
- Assuming inappropriate, hyper-vigilant caretaking responsibilities for younger siblings without logical explanation.
- Frequent, structured run-away attempts or expressions of intent to abandon the home.
- Challenging, deeply disruptive, or hyper-confrontational behaviours designed to force classroom removal or exclusion.

Physical Indicators of Non-Accidental Injury

Injury Type	Concerning Presentation / Location	Safeguarding Context
Bruising	Ears, cheeks, neck, jawline, palms, buttocks, and inner thighs.	Clusters of bruises on upper arms suggesting restraint or shaking; distinct shapes matching fingers, belts, or cables. *Any bruise on a non-mobile infant is an emergency.*
Burns & Scalds	Backs of hands, soles of feet, buttocks, or genitalia.	Distinct immersion boundaries (glove or stocking distribution); uniform cigarette burns or contact shapes matching domestic appliances.
Fractures & Soft Tissue	Multiple sites or repeating bone injuries at varying healing stages.	Discrepancies between the parent's explanation of an injury and the clinical presentation of the trauma; delays in seeking medical care.

Developmental and Sexual Behaviour Boundary Framework

Age Group	Baseline Explored Behaviour	Concerning Indicators (Referral Required)
Early Years & Preschool	Normal physical curiosity, exploring own anatomy in private, playing casual family/doctor games.	Sexually explicit language or vocabulary; acting out adult sexual positions with toys or peers; compulsive, public masturbation.
Middle Childhood	Developing strong awareness of personal privacy boundaries; occasional use of copied swear words or "shocking" language.	Public or aggressive masturbation; showing explicit adult sexual knowledge; profound withdrawal mixed with physical anal/vaginal soreness or discharge.
Adolescence	Consensual peer dating, age-appropriate private masturbation, exploring identity and relationships with age-peers.	Engaging in sexual acts or contact with significantly older adults or younger children; indications of grooming or coercive relationship controls; positive STI screening.

REMINDER TO ALL STAFF: "IT COULD HAPPEN HERE"

If you observe any physical markers, behavioural deviations, or experience an intuitive sense that a child's safety, stability, or emotional health is compromised: Document it immediately on CPOMS and speak directly to the DSL or a Deputy DSL before leaving the site. Never attempt to investigate or question a child using leading questions. Your duty is to notice, record, and report.

APPENDIX B

JOB DESCRIPTION
DESIGNATED SAFEGUARDING LEAD (DSL)

Key Responsibility

The DSL takes lead responsibility for safeguarding and child protection across the School.

The DSL is supported by a team of trained Deputy DSLs and other safeguarding professionals within Pinewood, but the lead responsibility for safeguarding and child protection remains with the DSL at all times and cannot be delegated to any other members of staff (including the Deputy DSLs).

The DSL is strictly responsible for meeting and maintaining all requirements set out in **Annex B of Keeping Children Safe in Education (KCSIE 2026)**.

AREAS OF RESPONSIBILITY

1. Managing Referrals and Statutory Triggers

- **Local Authority Liaison:** Refer all cases of suspected abuse, exploitation, or safeguarding concerns to Oxfordshire Children's Social Care and, where criteria are met, the Local Authority Designated Officer (LADO) in a timely and statutory manner.
- **DBS and Professional Referrals:** In cases where a member of staff is dismissed, resigns, or leaves the School due to posing a risk of harm or causing actual harm to a child, refer the case to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) without delay.
- **Law Enforcement:** Coordinate referrals to the Police/Thames Valley Police in all cases where a criminal offence may have been committed or is actively occurring.
- **Staff Support:** Actively support and guide staff members who wish to make or have made a direct referral to local authority children's social care.
- **Section 47 Auditing:** Identify, track, and manage all internal and external safeguarding issues relating to individual children, with acute tracking of ongoing enquiries under Section 47 of the Children Act 1989.
- **Threshold Frameworks:** Utilise the current *Oxfordshire Multi-Agency Safeguarding Thresholds* document to guide objective, evidence-based decision-making for early help, targeted support, and statutory interventions.
- **Attendance-Safeguarding Correlation:** Systematically review patterns of severe or persistent absence and truanting, treating unexplained or highly irregular attendance as an active indicator of potential extra-familial harm, neglect, or exploitation.

2. Working with Others & Multi-Agency Engagement

- **Executive Briefings:** Liaise directly with the Head to keep them continuously informed of critical safeguarding issues, live Section 47 enquiries, and active police investigations. This includes ensuring full compliance with PACE Code C regarding the requirement for children to have an **Appropriate Adult** during any police interaction.
- **Allegation Management:** Act as the primary interface working alongside the "case manager" (the Head, or the Chair of Governors if the allegation concerns the Head) and the LADO for all child protection concerns involving staff members, volunteers, or supply personnel.
- **Multi-Agency Networks:** Ensure all staff and governors understand and actively execute their roles within the *Oxfordshire Safeguarding Children Board (OSCB)* multi-agency safeguarding arrangements, which tie the School directly into a coordinated protective network alongside local Integrated Care Boards (ICBs) and the Chief Constable of Thames Valley Police.
- **Professional Curiosity & Peer Support:** Act as the primary source of support, advice, and safeguarding expertise for all school staff, fostering an environment of "professional curiosity" when addressing safety concerns, child-on-child abuse, and the Prevent duty.
- **Governance Liaison:** Build and maintain a robust working relationship with the Nominated Safeguarding Governor, liaising regularly regarding anonymous referral patterns, systemic trends, and compliance tracking.
- **Strategic Reporting:** Co-author the School's Annual Safeguarding Report alongside the Safeguarding Governor, and provide a comprehensive, formal safeguarding update to the full Governing Body at Council Meetings on a termly basis.

3. Training, Knowledge, and Capability

Receive comprehensive, certified DSL training carried out **at least every two years**, supplemented by regular, documented updates (via e-bulletins, regional DSL networks, and statutory updates) at frequent intervals to maintain an expert level of competence to:

- **Early Help Systems:** Deeply understand and navigate the local assessment processes for providing early help and targeted family interventions (e.g., Team Around the Family/Early Help Assessments).
- **Statutory Conferences:** Maintain a thorough working knowledge of how local authorities conduct Child Protection Case Conferences and Review Conferences, and lead the School's attendance and technical contributions to these meetings.
- **Staff Induction & Policies:** Ensure every staff member has access to, understands, and signs off on the School's Child Protection Policy and Staff Code of Conduct. Induction must explicitly cover the Behaviour Policy, procedures for children missing education, ICT filtering and monitoring systems, and the management of low-level concerns.
- **Vulnerable Cohorts Focus:** Maintain heightened awareness regarding the unique vulnerabilities of Children in Need (Section 17 of the Children Act 1989), Looked-After Children (LAC), children with Special Educational Needs and Disabilities (SEND), young carers, privately fostered pupils, and those experiencing domestic abuse or radicalisation.
- **Online Safety Oversight:** Maintain a clear, up-to-date understanding of digital risks (including online grooming, cyberbullying, algorithmic radicalisation, and the proliferation of AI-generated deepfakes or non-consensual image sharing).
- **Technical Safeguarding (Filtering & Monitoring):** Work directly with the Safeguarder in charge of E-Safety (Sarah Martyn-Fisher) and the IT technical teams to command full oversight of the School's filtering and monitoring systems (e.g., managing alerts, reviewing blocklists, and identifying system bypasses).
- **SEND Digital Defense:** Understand the compounding risks that children with SEND face online, ensuring tailored digital-safety support and accessible reporting channels are active for these pupils.
- **Prevent Duty Integration:** Command and execute the requirements of the Prevent duty, providing clear guidance to staff on identifying indicators of extremism and managing referrals to the **Channel** programme.
- **Child-Centred Culture:** Champion a pervasive culture of listening to children, taking systematic account of their wishes, perspectives, and feelings in all protective strategies implemented by the School.

4. Raising Awareness

- **Policy Governance:** Lead the annual statutory review of the School's Safeguarding and Child Protection Policy, ensuring its implementation is audited, stress-tested, and updated in tandem with the Governing Body.
- **Parental Transparency:** Ensure the Child Protection Policy is easily accessible on the public school website, ensuring parents are fully informed of the School's statutory obligation to make referrals to external agencies regarding suspected abuse or neglect.
- **OSCB Integration:** Maintain active links with the OSCB to cascade localised training opportunities, revised policy updates, and regional safety insights down to the wider staff body.
- **Championing Virtual Cohorts:** Proactively drive positive educational and pastoral outcomes for children who have or have ever had a allocated Social Worker. This includes identifying this cohort to relevant teaching staff, monitoring their academic progress and attainment trajectories, maintaining high expectations, and ensuring necessary academic adjustments are implemented.

5. Holding and Sharing Information

- **Defensive Record Keeping:** Maintain meticulous, chronological, highly secure, and legally defensible written records of all safeguarding concerns, low-level issues, and disclosures via CPOMS.
- **Rationalisation of Decisions:** Explicitly document the detailed rationale behind every safeguarding decision made, clearly detailing *why* a case was or was not referred to an external agency (such as Children's Social Care or Prevent).
- **Information Sharing Protocols:** Facilitate agile, secure, and legally compliant information sharing both internally and across external safeguarding partnerships, practitioners, and separate educational institutions upon student transfer.
- **Staff Reporting Competence:** Systematically train all staff members (including non-teaching, transport, and administrative staff) in how to confidently and accurately take, record, and escalate a initial report of child harm or disclosure.
- **File Transfer Security:** When a pupil exits Pinewood, ensure their confidential Child Protection File is securely transferred to the receiving school as a matter of urgency. The file must be packaged and transferred entirely separately from the main academic pupil file, and formal, written confirmation of receipt must be obtained and logged.
- **Data Protection Compliance:** Maintain complete alignment with current data protection regulations, including the Data Protection Act 2018 and the UK GDPR, ensuring that data protection legislation is never utilized to block justified, proportional information sharing where a child is deemed at risk of harm.

6. Availability and Cover

- **Term-Time Availability:** During term-time hours, the DSL (or a designated, fully qualified Deputy DSL) must **always** be physically available on-site during school operating hours to manage emergencies, lead interventions, and advise staff.
- **Out-of-Hours Provisions:** The DSL holds direct responsibility for designing, communicating, and securing adequate, competent safeguarding cover arrangements for all out-of-hours, boarding provisions, holiday schemes, or out-of-term educational activities run by the School.

JOB DESCRIPTION
DEPUTY DESIGNATED SAFEGUARDING LEAD (DSL)

Key Responsibility

The DDSL provides comprehensive support to the Designated Safeguarding Lead (DSL) and takes operational responsibility for safeguarding and child protection across the School when the DSL is absent or unavailable.

While the DDSL is trained to the same certified standard and expert level of competence as the DSL, the final, overarching accountability for safeguarding across Pinewood remains with the lead DSL at all times. The DDSL is strictly responsible for executing the requirements set out in **Annex B of Keeping Children Safe in Education (KCSIE 2026)**.

AREAS OF RESPONSIBILITY

1. Managing Referrals and Statutory Triggers

- Operational Referral Management: In the absence or delegation of the DSL, refer cases of suspected abuse, exploitation, or safeguarding concerns to Oxfordshire Children's Social Care and, where appropriate, the Local Authority Designated Officer (LADO).
- Statutory Escalations: Assist the DSL in making direct referrals to the Disclosure and Barring Service (DBS), the Teaching Regulation Agency (TRA), and Thames Valley Police where an adult poses a risk to children or a criminal offence is suspected.
- Frontline Staff Support: Actively support, guide, and shadow staff members who are filing safeguarding reports or making direct statutory referrals to local authority social care.
- Case Tracking: Contribute to the strict auditing and tracking of open cases, with precise attention to active multi-agency enquiries under Section 47 of the Children Act 1989.
- Threshold Execution: Apply the current *Oxfordshire Multi-Agency Safeguarding Thresholds* framework to distinguish early help needs from urgent statutory child protection interventions.
- Attendance Surveillance: Work alongside attendance officers to cross-reference persistent or severe pupil absence with vulnerable profiling, treating truanting and irregular attendance patterns as indicators of potential abuse or exploitation.

2. Working with Others & Multi-Agency Partnerships

- Executive Support: Ensure the Head is kept continuously informed of live child protection developments and ongoing Section 47 enquiries during periods of DSL absence. Assist the School in ensuring full compliance with PACE Code C regarding Appropriate Adult assignments.
- Staff Allegations: Support the DSL and the designated case manager during the tracking, management, and resolution of allegations or low-level concerns raised against staff members, volunteers, or supply personnel.
- Multi-Agency Cooperation: Maintain open, efficient communication channels with the *Oxfordshire Safeguarding Children Board (OSCB)* partners, local Integrated Care Boards (ICBs), and local police teams during active case handovers.
- Peer Advisory: Serve as an accessible, trusted source of advice, technical expertise, and safeguarding knowledge for all Pinewood personnel, promoting a standard of proactive "professional curiosity" across the staff room.
- Reporting Support: Assist the DSL in compiling local data, auditing CPOMS entry trends, and preparing the strategic safeguarding updates presented termly to the Governing Body.

3. Training, Knowledge, and Capability

Receive certified, comprehensive DSL-level training at least every two years, actively supplemented by regular, documented updates (via regional safeguarding networks, statutory briefings, and e-bulletins) to maintain identical operational competence to the lead DSL to:

- Early Help Navigation: Confidently coordinate and execute local early help assessment protocols and contribute dynamically to Team Around the Family/Child (TAF/TAC) action plans.
- Statutory Conferences: Represent Pinewood at official Child Protection Case Conferences and Review Conferences, authoring high-quality school reports and advocating effectively for the child.
- Induction Delivery: Assist the DSL in delivering robust inductions for new, temporary, or part-time staff, ensuring complete understanding of the Child Protection Policy, Staff Code of Conduct, Behaviour Policy, and IT filtering systems.
- Vulnerability Specialism: Maintain active vigilance regarding the heightened risks faced by targeted student cohorts, including Children in Need (Section 17), Looked-After Children (LAC), young carers, privately fostered pupils, and those exposed to domestic abuse or extremist radicalisation.
- Digital Interventions: Maintain a modernised grasp of advanced online safety hazards, including peer-on-peer digital harassment, online grooming networks, algorithmic radicalisation, and the malicious deployment of AI-generated deepfakes or automated "nudify" software.
- Filtering and Monitoring Controls: Work contextually with the Safeguarder in charge of E-Safety (Peter Archdale) to understand, monitor, and react to software alerts, blocklist overrides, and system vulnerabilities identified within the School's digital infrastructure.
- SEND Safeguarding Defences: Apply adapted protection strategies for children with Special Educational Needs and Disabilities (SEND), recognizing their heightened statistically proven exposure to harm and engineering accessible communication channels for disclosures.
- Prevent Duty Competence: Execute the statutory expectations of the Prevent duty, identifying early indicators of ideological radicalisation and managing referrals through to local Channel panels.
- Student-Centred Culture: Foster an uncompromised school environment that amplifies the voice of the child, ensuring their explicit wishes, experiences, and perspectives systematically shape every protective plan.

4. Raising Awareness

- Policy Implementation: Assist the DSL in cross-checking school policies against practical staff compliance, ensuring child protection systems are functioning fluidly on the ground.
- Parental Transparency: Reinforce transparent relationships with families, ensuring parents understand the School's strict legal obligations to prioritize child welfare over family privacy when managing disclosures.
- Virtual Cohort Promotion: Actively advocate for the academic, emotional, and social progression of pupils who have or have ever had an allocated Social Worker. Support teaching staff to identify unique learning barriers, maintain high aspirations, and implement necessary classroom adjustments.

5. Holding and Sharing Information

- Meticulous Documentation: Maintain precise, objective, time-stamped, and legally defensible electronic safeguarding logs on CPOMS, ensuring notes are clear and free from unverified speculation.
- Evidence-Based Rationalisation: Ensure that the underlying logic behind all safeguarding decisions—including cases where the team deliberately chooses *not* to escalate a concern to an external body—is completely documented and justified.
- Secure File Logistics: Manage the swift and highly confidential transfer of Child Protection Files when a pupil leaves Pinewood for a new destination. Ensure files are transferred entirely isolated from general academic records, and track the explicit receipt confirmation from the receiving school.
- Staff Disclosure Training: Help design and run refresher training sessions to ensure all non-teaching, administrative, and transport staff remain highly confident in receiving, recording, and escalating child disclosures.
- Data Legislation Compliance: Ensure all data storage and multi-agency information sharing adheres to the Data Protection Act 2018 and the UK GDPR, operating under the statutory mandate that data privacy laws must never prevent the proportional sharing of information to save a child from harm.

6. Availability and Cover

- Operational Readiness: During designated term-time hours, the DDSL must be physically present and immediately contactable on-site to handle immediate disclosures, manage crises, and provide support to staff when the DSL is off-site or engaged.
- Out-of-Hours Collaboration: Coordinate closely with the DSL to establish clear, robust, and functional on-call safeguarding rosters for all boarding requirements, weekend fixtures, holiday clubs, or out-of-term school trips.

JOB DESCRIPTION
SAFEGUARDER IN CHARGE OF E-SAFETY AND ONLINE SAFETY

Key Responsibility

The Safeguarder in charge of E-Safety and Online Safety provides specialised technical advice, digital risk assessment, and operational support to the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs). This role acts as the strategic champion for online safety, digital literacy, and technical safeguarding across all phases of Pinewood School.

AREAS OF RESPONSIBILITY

1. Technical Safeguarding, Filtering, and Monitoring

- System Architecture Alignment: Proactively promote and audit a secure digital learning environment for all pupils. Collaborate directly with the IT Network Manager, the DSL team, and Academic Heads of Department (specifically Computer Science) to ensure the school's digital infrastructure serves pedagogical needs safely.
- Filtering Optimisation: Liaise continuously with the IT Network Manager to ensure the school's web-filtering configurations (via the FortiGate firewall and associated systems) are dynamically mapped to correct, age-appropriate restriction profiles for both staff and pupils, explicitly meeting the DfE *Filtering and Monitoring Standards*.
- Active Monitoring Oversight: Partner with the DSL and the Head to oversee, refine, and audit the school's active monitoring software (Smoothwall). This includes configuring and updating keyword libraries to flag risks such as:
    - Cyberbullying, peer-on-peer digital harassment, and misogynistic behavior.
    - Radicalisation, extremist grooming, and content falling under the Prevent duty.
    - Suicidal ideation, explicit self-harm methodologies, and eating disorders.
- Data Analysis & Log Reviews: Coordinate regularly with the IT Network Manager and DSL to review internet traffic logs, FortiGate Analyser reports, and system bypass alerts, ensuring data anomalies are investigated using professional curiosity.
- Reporting Channels Management: Oversee and moderate the dedicated pupil reporting inbox (stopbullying@pinewoodschool.co.uk), establishing a robust system for keyword moderation, email approval workflows, and immediate escalation of serious disclosures to the DSL team.

2. Strategic Governance and Collaborative Leadership

- IT Strategy Integration: Raise, report on, and lead dedicated discussions regarding digital risk profiles, network updates, and online safety metrics as a standing agenda item at the twice-termly IT Strategy Meetings.
- Pastoral Synthesis: Cascade technical trends, online safety incidents, and emerging external digital behaviors (such as popular apps, games, or viral trends) down to pastoral teams as a standing agenda item at the twice-termly Pastoral Meetings.
- Policy Co-Authorship: Collaborate directly with the Head of Computer Science and Pre-Prep Coordinator to review, draft, and update the school's suite of digital policies annually, ensuring they remain robust against new technological vectors. This encompasses:
    - The Online Safety and E-Safety Policy.
    - The Cyberbullying Policy.
    - The Pupils' Computer Science Code of Conduct.
    - The Acceptable Use Policies (AUP) for both Pupils and Staff.

3. Training, Digital Defense, and Emerging Risks

- Advanced Threat Awareness: Maintain an up-to-date, expert-level understanding of evolving online safety hazards. Provide advice to the DSL team on emerging threats highlighted in KCSIE 2026, including:
    - The non-consensual creation or distribution of AI-generated intimate images, deepfakes, and automated "nudify" software tools.
    - The *Content* and *Contact* risks associated with student interactions with generative artificial intelligence platforms.
    - Financial sextortion scams and encrypted peer-to-peer grooming networks.
- SEND Digital Adaptations: Work alongside the Learning Support / SEND department to engineer targeted online-safety support systems and accessible digital reporting tools tailored for children with Special Educational Needs and Disabilities, recognizing their heightened statistical vulnerability to online manipulation and bullying.
- Staff and Parent Empowerment: Assist the DSL in delivering up-to-date digital safeguarding training for all staff during induction, and coordinate periodic online safety briefings or resources for parents to ensure a unified approach to digital safety between home and school.

APPENDIX C

Actions where there are concerns about a child

(1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
(2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
(3) Chapter 1 of Working together to safeguard children provides detailed guidance on the early help process.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of Working together to safeguard children provides detailed guidance on statutory assessments.
(5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX D

Pinewood Safeguarding Practice Summary

- Pinewood School is committed to promoting and safeguarding the welfare of all children in its care. Safeguarding is **everyone's** responsibility and staff are encouraged to be vigilant and to maintain an attitude that '**it could happen here**.'
- Advice and guidance relating to Safeguarding issues can be sought at any time from the Safeguarding Team who will deal with your query/referrals with sensitivity and due regard for the feelings of the child.
- The Safeguarding Governor is Sarah Davies, the Designated Safeguarding Lead (DSL) is Sarah Martyn-Fisher and the Deputy DSL is Nici Bailey.

Be Aware of	A Child in Need	A Child at Risk
Be Aware of the latest developments in Safeguarding	**Early Help** Early intervention; the best way to deal with issues and prevent them from turning into bigger problems. All Staff should know about the Early Help Assessment process and seek advice from the Safeguarding Team if they feel a child is in need of early help. The Oxfordshire Threshold of Need and additional information on Early Help is available to read by following this link: http://www.oscp.org.uk/themes-tools/	**Current Issues** All Staff are required to look out for the kinds of issues which give rise to Safeguarding concerns. These include: ● Child on Child abuse ● Mental health issues ● Domestic abuse ● Sexting ● Child sexual/drug exploitation ● Radicalisation/extremism ● FGM/forced marriage/honour based violence ● Children Missing in Education ● Private Fostering Further details can be found in the School Safeguarding Policy and in KCSIE (Sept 2026) Part 1 and Annexe A.
Be Alert to possible Safeguarding Concerns	**Categories of Significant Harm** ● Neglect ● Physical Abuse ● Sexual Abuse ● Emotional Abuse	**Possible Indicators of Abuse** ● Changes in behaviour/attitude ● Social withdrawal ● Restlessness and aimlessness ● Sleeping and eating disturbance ● Unexplained change in work ethic ● Recurrent stomach/headaches ● Any unexplained bruising ● Self-harming
Remember your training	**Receiving a Disclosure of Abuse** ● Never promise confidentiality ● Stop, Look, Listen ● Ask open questions 'TED' ● Record asap using the child's own words. This can be done on CPOMS. ● Refer to the DSL immediately and in person. ● Do not share this information with anyone else beyond the Safeguarding Team	**How to refer** Concerns about a child: ● Report immediately to the DSL or another member of the Safeguarding Team if DSL is unavailable ● If a child is in immediate danger, call the police and/or ambulance on 999 if needed Concerns about a member of staff (whistleblowing): ● Report directly to the Head ● If concern is about the Head then report to Chair of Governors or LADO ● You may consider discussing concerns with the DSL and may make a report through them. ● Observe confidentiality rules (see below)
Direct Referrals	● Staff may also refer directly to Oxfordshire MASH or LADO Team as appropriate to the concern. ● Remember to inform the DSL as soon as possible so that an appropriate course of action can be agreed. ● Contact details for the OSCP, LADO and MASH are available in the Safeguarding Children Policy	

Confidentiality	● Information known about pupils and their families is sensitive and must be shared in an appropriate manner and on a need to know basis. Information disclosed about abuse must only be shared with the DSL and not discussed with others unless asked to do so by the DSL. ● Staff must not publicly speculate about an allegation of a criminal offence against an employee. ● Staff must not respond to any request from the media, pupils, parents or the public for statements, either written or verbal. Any such request must be directed to the Headmaster.